

# BOSTON COLLEGE

2018–2019



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2018–2019

### *Volume XCVI, Number 39, May 2018*

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

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

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

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

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

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

Boston College Office for Institutional Diversity (OID)  
140 Commonwealth Avenue (Office location: 129 Lake Street)  
Chestnut Hill, MA 02467  
Patricia Lowe,  
Executive Director for Institutional Diversity/Title IX Coordinator  
patricia.lowe@bc.edu  
Phone: 617-552-3334  
E-mail: TitleIXCoordinator@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482; (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jocelyn Fisher Gates, Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8303.

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 tier of universities in ratings compiled by publications such as *U.S. News & World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,358 full-time undergraduates and 4,638 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 3.5 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 Morrissey College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Boston College School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

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

#### The Mission of Boston College

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

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

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

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

#### A Brief History of Boston College

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

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

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

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

In 1974, Boston College acquired a 40-acre site, 1.5 miles from the Chestnut Hill Campus, which had been owned by Newton College of the Sacred Heart. The land is the present site of the Boston College Law School and of residence halls housing some 800 freshmen. Between 2004 and 2007, the University acquired a 65-acre parcel from the Boston Archdiocese, just across Commonwealth Avenue in Brighton. The Brighton Campus is now home to the School of Theology and



Ministry, which was established in 2008, after the reaffiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry. In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan to advance academic program development, faculty expansion and research, and endow undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university. To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that featured a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade. Also in 2016, Boston College was elevated to the Carnegie Classification of 'R1', a designation assigned to doctoral universities with the highest levels of research activity.

The 10-year Strategic Plan announced in September 2017—"Ever to Excel: Advancing Boston College's Mission"—lays out four strategic directions for BC in academics, student formation, research, and global outreach. Initiatives to support these directions include a new Institute for Integrated Science and Society, more endowed faculty positions, an emphasis on interdisciplinary study and collaboration, and upgraded facilities.

Announced on November 3, 2017, the Schiller Institute for Integrated Science and Society will create a multi-disciplinary, collaborative research process to address critical societal issues in the areas of energy, health, and the environment. It will be named in honor of BC Trustee Phil Schiller '82, the senior vice president of worldwide marketing at Apple and a member of its executive team, and his wife, Kim Gassett-Schiller, through a multi-year lead gift totaling \$25 million. The Schiller Institute will be the centerpiece of a new 157,000 square-foot science facility scheduled for construction beginning in the spring of 2019 at a cost of roughly \$160 million. The new building will represent the largest single investment in the sciences at Boston College.

### **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 most recent accreditation review occurred in spring 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning

and Assessment at 617-552-3111 or [oir@bc.edu](mailto:oir@bc.edu). The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

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

### **The Campus**

Located in 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 features undergraduate residence halls. The Middle Campus includes classrooms, laboratories, administrative offices, and student facilities. These include Stokes Hall, a 183,000 square-foot building strategically designed to foster interdisciplinary collaboration among BC's humanities departments and enhance student-faculty interaction, which opened in 2013. The Lower Campus features Robsham Theater Arts Center, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

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

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

## **ACADEMIC RESOURCES**

### **Art and Performance**

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theater productions, ranging from classical to contemporary. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, Music Theater Workshop, BC Baroque Early Music Ensemble, and many other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and BC 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, which opened its new home at 2101 Commonwealth Avenue in September 2016, presents innovative and multidisciplinary exhibitions that span the history of art. The Theatre Department presents

## ABOUT BOSTON COLLEGE

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six fully-staged productions each year. There are also several student organizations which produce dozens of projects year round. The annual Arts Festival is a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts, a platform for student arts groups from all disciplines.

### Arts Council

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

### Technology Services

#### *Technology Help Center*

Provides technology support to the BC Community.

Online: [www.bc.edu/help](http://www.bc.edu/help)

Phone: 617-552-HELP (2-4357)

E-mail: [help.center@bc.edu](mailto:help.center@bc.edu)

Chat: [www.bc.edu/techchat](http://www.bc.edu/techchat) (M-F 9am-5pm)

#### *Walk-in Help Desk, O'Neill Library Level 3*

Provides troubleshooting services for personal computers, including software configuration, network connectivity, password assistance, and virus protection and removal. To learn more, visit [www.bc.edu/helpdesk](http://www.bc.edu/helpdesk).

#### *Hardware Repair Center, O'Neill 208*

Provides warranty and non-warranty repair of Apple, Dell, HP, and Lenovo computers. For hours, rates, and contact information, visit: [www.bc.edu/help/essentials/software/hw-repair](http://www.bc.edu/help/essentials/software/hw-repair).

### Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English, and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television, multimedia learning tools, and online resources the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 40 languages and in multiple formats (analog and digital audio, videocassette, DVD/Blu-ray, cable television and online subscription services programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of

aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

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

### The Libraries

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

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

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

*Research Help by Subject*

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

*Library Catalog*

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

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

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

Library subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the 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 subscribe to more than 500 subject-specific databases providing 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 online via a central discovery system. 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. The Libraries also provide more than 240 online research guides, including guides for specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, 24/7 chat, and online tutorials.

**Digital Institutional Repository:** The eScholarship@BC digital repository showcases and preserves Boston College’s scholarly output and maximizes research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment. eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College. As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design, and technical support to the journal staff. For access and more information about eScholarship@BC, visit: [dlib.bc.edu](http://dlib.bc.edu).

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

### *The Libraries of Boston College*

**The Thomas P. O’Neill, Jr. Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. “Tip” O’Neill, Jr., class of 1936. The O’Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. O’Neill Library provides 24 hours a day, five days a week study space when classes are in session. Collections include books on a broad range of subjects reflecting the University’s extensive curriculum and research initiatives. Services also include access to various software applications as well as printing, scanning, video editing, and music technology stations. For more information, visit [library.bc.edu/oneill](http://library.bc.edu/oneill).

**Bapst Library**, a beautiful collegiate Gothic building that served as the main library for over 60 years, houses resources for research in art, architecture, art history, and photography. Gargan Hall, with its magnificent stained glass windows, provides for quiet study. For more information, visit [library.bc.edu/bapst](http://library.bc.edu/bapst).

**John J. Burns Library of Rare Books and Special Collections:** The University’s special collections, including the University’s Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building. 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. 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 [library.bc.edu/burns](http://library.bc.edu/burns).

**The Educational Resource Center (ERC)** serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children’s books (fiction and non-fiction), curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O’Neill Library. For more information, visit [library.bc.edu/erc](http://library.bc.edu/erc).

**The Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Boston College School of Social Work. Services are provided on-site by two librarians and two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit [library.bc.edu/socialwork](http://library.bc.edu/socialwork).

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

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

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

**The Law School Library**, located on the Newton Campus, has a collection of approximately 500,000 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



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and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit [www.bc.edu/lawlibrary](http://www.bc.edu/lawlibrary).

**The Catherine B. O'Connor Geophysics Library**, located at Weston Observatory, contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit [library.bc.edu/oconnor](http://library.bc.edu/oconnor).

### *Partnerships and Associations*

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

**Boston Library Consortium:** The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of Connecticut, University of New Hampshire, University of Rhode Island, 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. 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/mts](http://www.bc.edu/mts).

Divisions within MTS include:

- Classroom Support Services
- Graphic, Photography, and Design Services
- Audio and Event Technology Services
- Video and Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services

## UNIVERSITY RESEARCH INSTITUTES AND CENTERS

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

### **Boisi Center for Religion and American Public Life**

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

### **Center for Christian-Jewish Learning**

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

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

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

### **Center for Corporate Citizenship**

Based in the Carroll School of Management, the Boston College Center for Corporate Citizenship combines the most valuable aspects of a professional community and the resources of a leading academic institution. Founded in 1985, the Center engages 400 member companies and more than 10,000 individuals annually on diverse topics within the field of

corporate citizenship. The Center offers professional development, access to an online community of peers, regional programs, timely research, best practice updates, and an annual conference addressing the challenges that corporate citizenship professionals face. Contact the Center for Corporate Citizenship at 617-552-4545, <http://ccc.bc.edu> or [ccc@bc.edu](mailto:ccc@bc.edu).

### Center for Human Rights and International Justice

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

### Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Bourneuf House, 84 College Road, or call (617-552-1777) or click ([www.bc.edu/centers/cis](http://www.bc.edu/centers/cis)).

### Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is an academic research and training unit providing information, publications, and a sense of community to colleges and universities around the world. Our focus is on conducting research and disseminating knowledge on current issues in higher education worldwide. We are interested in all manner of postsecondary systems and institutions, with a special concern for academic institutions in the Catholic and Jesuit tradition. CIHE is also particularly attuned to the needs of academic institutions in developing countries and to the many different manifestations and dimensions of internationalization in higher education around the world.

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

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](http://www.bc.edu/cihe).

### Center for Optimized Student Support

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

### Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center’s research experts explore any issue involving money and retirement, including Social Security, employer-sponsored pensions, home equity, and the labor force behavior of older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

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

### Center for Student Formation

The Center for Student Formation provides opportunities for students to fully integrate their intellectual, social, and spiritual lives. Rooted in the Jesuit tradition the work of student formation includes offerings such as mentoring programs, retreats, leadership opportunities, and service experiences that encourage students to reflect on their lives and deepest desires. The Center incorporates faculty and staff from all areas of the university to engage students in creative programming and conversations about how they can be their most authentic selves. The office works collaboratively with faculty and various University departments to serve as a resource for new program design and implementation.

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEAP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for those interested in educational reform, teacher professional development and the impact of educational technology. It is especially well-known for its work on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as the National Assessment of Educational Progress, TIMSS and PIRLS. Further information on CSTEAP is available on its website at [www.bc.edu/csteap](http://www.bc.edu/csteap).

### Center for Work and Family

The Boston College Center for Work and Family is the country’s leading university-based center focused on helping employers enhance the employee experience, increase employee productivity, and improve the quality of employee lives. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness.

By bridging the worlds of academic research and corporate practice, the Center helps our partners find the most relevant, evidence-based information available in order to craft the best possible workforce management practices. The Center works with our outstanding member organizations by focusing on four major areas: engaging and managing talent, creating globally inclusive workplace cultures, promoting and fostering employee well-being, and developing innovative work-life and flexibility systems through research, resources, events, and membership.

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 initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to highly successful employer partnerships: the BC Workforce Roundtable and the Boston College Work and Family Association (BCWFA). 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 workforce engagement, productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

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

### Global Leadership Institute

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

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

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

### Institute of Medieval Philosophy and Theology

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

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

### Institute for Scientific Research

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

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

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

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

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

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

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

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

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses



a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit [www.bc.edu/isprc](http://www.bc.edu/isprc).

### **Irish Institute**

The Irish Institute is a unit at Boston College dedicated to promoting 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. In addition to exchange programming, the Irish Institute works to promote relationships between Boston College and the island of Ireland through events like the Aer Lingus College Football Classic, networking receptions, and “fireside chats” with leaders from across the island of Ireland. The Irish Institute’s reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

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

### **Jesuit Institute**

The Jesuit Institute was established in 1988 to support the Jesuit, Catholic character of Boston College precisely as a university. Initially funded by the Jesuit Community and then by subsequent generous donations, the Institute works in collaboration with existing schools, programs and faculties primarily at Boston College. Within the atmosphere of academic freedom and collegiality, the Institute promotes research and collaboration on issues that emerge at the intersection of faith and culture. The Institute supports programs that explore such religious and ethical questions and sponsors the presence on campus of scholars committed to these questions. Visit [www.bc.edu/centers/jesinst](http://www.bc.edu/centers/jesinst).

### **Lonergan Center**

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

### **TIMSS and PIRLS International Study Center**

The TIMSS and PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive

Directors, provide the overall international direction of TIMSS (“Trends in International Mathematics and Science Study”) and PIRLS (“Progress in International Reading Literacy Study”). Over the past 24 years, the TIMSS and PIRLS International Study Center has attracted over \$125 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2019 is the seventh in the series of TIMSS assessments and with more than 70 countries participating will mark the transition of TIMSS from paper and pencil to a digital environment. Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2021 will provide 20 years of trends and will have more than 60 countries participating. Following on the 2016 success of the computer based ePIRLS assessment of students’ ability to read and comprehend online information, PIRLS 2021 will also transition from a paper and pencil to a digital environment.

The TIMSS and PIRLS International Study Center is funded by IEA (International Association for the Evaluation of Educational Achievement) headquartered in the Netherlands. For more information, visit [timssandpirls.bc.edu](http://timssandpirls.bc.edu).

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

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

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

## **STUDENT LIFE RESOURCES**

### **Thea Bowman AHANA and Intercultural Center**

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

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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 Campus of Difference; Multicultural Education such as Racial Identity Leadership Experience (RIDE) Dialogues on Race (DOR); as well as an awards component.

The Thea Bowman AHANA and Intercultural Center is located in suite 455 of Maloney Hall. For more information, call 617-552-3358 or visit [www.bc.edu/BAIC](http://www.bc.edu/BAIC).

### **Options Through Education Transition Summer Program (OTE)**

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

### **Athletics Department**

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

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

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

### **Career Center**

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

The Career Center recognizes that our students are unique, so to meet their diverse needs, we have created three teams to assist them at every stage of the career process. Working directly with students and an array of partners and networks as well as the larger Boston College community, our teams develop programs, activities, and services that enable students to take ownership of their career discovery.

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

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

This team helps students in the early stages of career exploration review options that align with their distinctive talents and gifts. Its mem-

bers work with students as they assess their skills, values, and passions; identify possible majors; and explore different career paths. Students do not need to have a career plan in mind to meet with these advisors.

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

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

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

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

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

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

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

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

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

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

Boston College is a Jesuit, Catholic university. Its Office of Campus Ministry is dedicated to forming the faith lives of all of its students, faculty, and staff. To achieve this mission, Campus Ministry offers opportunities for worship, retreats, small faith communities, spiritual companionship, service/immersion activities, sacramental catechesis, and pastoral care. Its aim is for faith to affect every aspect of Boston College life, from classrooms to libraries, student organizations to athletic teams, and from chapels to wherever students, faculty, and staff gather as a university. All are welcome. Its main office is located in McElroy, Room 233 (phone: 617-552-3475; e-mail: [ministry@bc.edu](mailto:ministry@bc.edu)). For further information, please go to [www.bc.edu/ministry](http://www.bc.edu/ministry).

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

The mission of the Office of the Dean of Students is to facilitate student development and learning in all facets of a student's 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, civic engagement, diversity, and student behavior both on and off campus. We also offer direct support and services to students with disabilities, students in crisis or distress, and LGBTQ+ students.

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

Contact the Office of the Dean of Students at Maloney 448 at 617-552-3470 or at [www.bc.edu/dos](http://www.bc.edu/dos).

### Dining Services

The University offers an award-winning dining program that features a diverse and nutritionally balanced menu with broad hours of operation seven days a week. Students may dine when they like, where they like, choosing from eight dining locations that include: Carney Dining Room and The Eagle's Nest on upper campus; Lyons and The Bean Counter on middle campus; Stuart Dining Hall on Newton campus; Lower Live and Addie's Loft on lower campus; and café 129 on the Brighton campus. Additionally, students may use the residential dining bucks portion of their meal plan at The Chocolate Bar at Stokes Hall, Hillside Café in Maloney Hall, any of the three On the Fly Minimarts, and concessions stands in Alumni Stadium/Conte Forum.

The Mandatory Meal Plan serves all freshmen and students living in a residence hall that does not have individual cooking facilities. The cost of the meal plan for the 2018–2019 academic year is \$5,418 per year.

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

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

Specific details regarding these plans can be obtained on the dining website at [www.bc.edu/dining](http://www.bc.edu/dining) or by contacting the Office of Student Services at 617-552-3300.

### Disability Services Office

The Disability Services Office serves undergraduate and graduate students with physical, medical, psychological, and temporary disabilities. 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 Assistant Dean also works with university administrators to develop policies and procedures pertinent to students with disabilities while acting as a general referral service on disability issues.

All accommodation requests must be submitted by June 1, 2018.

For more information, contact:

Office of the Dean of Students  
Maloney Hall—Suite 448A

140 Commonwealth Ave  
Chestnut Hill, MA 02467

Phone: 617-552-3470

E-mail: [disabshr@bc.edu](mailto:disabshr@bc.edu)

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder, as well as all testing accommodations, are coordinated through the Connors Family Learning Center (CFLC). CFLC, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The CFLC's services are extensive and vary depending upon the unique needs of the individual student.

For more information, contact:

Kathleen M. Duggan, Ph.D.

Associate Director for Support Services

The Connors Family Learning Center (CFLC)

Thomas P. O'Neill Jr. Library, Room 200

140 Commonwealth Avenue

Chestnut Hill, MA 02467

Phone: 617.552.8093

E-mail: [dugganka@bc.edu](mailto:dugganka@bc.edu)

### Office of Student Involvement

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

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

OSI advises over 200 student organizations and the Undergraduate Government of Boston College (UGBC.) In addition to advisement, OSI provides the Excel Curriculum, a leadership development and training program for all student organizations and its members. The Curriculum offers sessions related to successfully running a student organization on the Boston College campus, organizational development, individual student leadership development, and more. The office also supports other leadership programs including the Emerging Leader Program, the LeaderShape Institute, Excel Leadership Coaches, and the annual Ever to Excel Leadership Awards Ceremony.

Additionally, OSI facilitates major campus-wide programs including Welcome Week Activities, the Campus Activities Board, late-night and weekend events, Homecoming, Senior Week, and operations including the O'Connell House Student Union and *Sub Turri* Yearbook.

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

### University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located at 2150 Commonwealth Avenue 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

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and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Boston College requires that all undergraduate resident students be enrolled with University Health Services. A mandatory campus health fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service, may request a waiver from the University Health Services office at 2150 Commonwealth Avenue or download it from the University Health Services website. It must be submitted to the University Health Services Department during the month of September.

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

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

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

Additional information is available at the University Health Services website: [www.bc.edu/healthservices](http://www.bc.edu/healthservices). For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center at 2150 Commonwealth Avenue.

### Immunization

The state of Massachusetts requires that all full-time, part-time Health Sciences, and part-time visa carrying students entering college must submit proof of the following:

- Tetanus, Diphtheria, Pertussis (Tdap) vaccine one time booster after 6/2005 required for all incoming students. If Booster date is greater or equal to 10 years, a Td vaccine date must also be included.
- 2 MMR (measles, mumps, rubella) vaccines (these doses must be given at least four weeks apart beginning at or after 12 months of age).
- Hepatitis B vaccine series (a total of 3 doses at varying intervals).
- Required for residential students: 1 dose of Meningococcal MCV4 vaccine (Menactra, Menveo) within the past 5 years or a completed waiver.
- A reliable history of varicella disease documented by a health care provider or 2 doses of Varicella vaccine.
- Completion of the Tuberculosis Screening/Testing Form and accompanying testing if needed.

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 \$80 will be charged to your student account.

### University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal development and success as students. Services

available include individual and group counseling and psychotherapy, psychiatric services, web based resources, 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, running programs in the community, 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.

VSLC services include:

- **An online volunteer database** located on our website ([www.bc.edu/vslc](http://www.bc.edu/vslc)) available for students to find service placements with community partners in the Greater Boston area that fit their interests and schedules.
- **Annual events** such as the Welles R. Crowther Red Bandanna 5k Run, Volunteer Fair, and Nicaragua Faculty/Staff Immersion Trip.
- **Post-graduate service programming** including an annual fair, a discernment overnight, and one-on-one advisement for students considering full-time volunteer work after leaving Boston College.
- **Support** for students, faculty, and university departments on a variety of service projects.

VSLC student volunteer programs include:

- **BC BIGS** is a partnership with Big Brothers and Big Sisters in which BC students serve as mentors to young people in Boston while joining a community of socially engaged “Bigs” on campus.
  - **First Year Service Program (FYSP)** is a service program designed especially for first year students to serve in Boston while getting to know and reflect with other new students.
  - **Eagle Volunteers** is a flexible service program that combines a variety of volunteer opportunities that work with children in the community under one umbrella.
  - **Catholic Relief Services (CRS) Student Ambassadors** form part of a network of students throughout the country mobilizing campuses on issues related to social justice, human rights, global solidarity, and a “faith that does justice.”
  - **ELL Tutoring** is an on-campus, weekly volunteer opportunity that matches BC students with BC employees who are English language learners to improve their language skills and build connections on campus.
  - **Relay for Life** is a nationally recognized Relay event that takes place each spring on campus where students gather to celebrate those who have beaten cancer, remember those whom we have lost, and fight back against the disease that affects so many. The BC student chapter works throughout the academic year on planning and fundraising for the event.
- For more information, visit [www.bc.edu/service](http://www.bc.edu/service).

### ANNUAL NOTIFICATION OF RIGHTS

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

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

### **Student Rights Under FERPA**

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

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access. Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. Unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading, or in violation of his or her rights of privacy. Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended. If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers, or other outside parties to whom the University has outsourced institutional services

or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

### **Confidentiality of Student Records**

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Privacy Preferences Confirm/Review)." 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)**

Boston College maintains a web page that provides all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA") which reauthorized the Higher Education Act of 1965, as amended. This page, located at [www.bc.edu/offices/evp/noticesanddisclosures.html](http://www.bc.edu/offices/evp/noticesanddisclosures.html), includes links to the following information:

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, 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;

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- **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, and standards for maintaining aid), student employment information and exit counseling information, and how to reach the Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates; and
- **Health and Safety Information**, including the Campus Security and Fire Safety Report, the Drug-Free Campus and Workplace Program, and the University's policy regarding vaccinations.

Each disclosure that is linked on the HEOA page explains how to get a paper copy of the specific disclosure. Alternatively, a request for paper copies of these disclosures may be made by calling the Office of the Executive Vice President (617) 552-3256, or sending a written request to: Boston College, Office of the Executive Vice President, Botolph House, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

### NOTICE OF NON-DISCRIMINATION

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

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

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

Boston College Office for Institutional Diversity (OID)

140 Commonwealth Avenue (Office location: 129 Lake Street)

Chestnut Hill, MA 02467

Patricia Lowe,

Executive Director for Institutional Diversity/Title IX Coordinator

patricia.lowe@bc.edu

Phone: 617-552-3334

E-mail: TitleIXCoordinator@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student

Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482; (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jocelyn Fisher Gates, Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8303.

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

### RESIDENCE ACCOMMODATIONS

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

#### Living and Learning Communities

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

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

*The Honors House* is sponsored by the Morrissey College of Arts and Sciences. It houses sophomores, juniors, and seniors in 66 Commonwealth Avenue and Gabelli Hall. Preference is given to students in the Morrissey College of Arts and Sciences honors program, and based on availability, can often accommodate interested students in the Carroll School of Management honors program. Faculty lectures, cultural, and academic sponsored events are held in these residence halls throughout the year.

*The Kostka Women's Community*, located in an all-female hall on Upper Campus, strives to engage residents in conversations around women's issues, empowering women, and women's leadership. This community, in collaboration with the Women's 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.

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

*The Perspectives Living Learning Community* is an academic initiative for first-year students that possesses a distinct bond between an academic course and a residential living community. Students who live in this community are afforded the opportunity to participate in specialized programming which creates links to the Perspectives curriculum and establishes deeper relationships between students, faculty, and adminis-



trators. The program promotes the development of authentic friendships that are both intellectual and social. The common bond and social interaction increases academic attentiveness and connection with classmates.

*The Shaw Leadership Program* provides first year students an opportunity to engage in social, educational, and service-oriented programs. Residents of the Shaw House develop their leadership, networking, and organizational skills through weekly seminars featuring guest speakers, retreat and reflection experiences, and community service throughout the year. A council of Shaw upperclassmen takes an active role in planning and implementing programmatic experiences for first year students. Additionally, Shaw upperclassmen have the opportunity to enroll in UNAS334401 to continue their leadership development.

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

### Lower Campus

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

*Vouté Hall and Gabelli Hall:* These apartment-style residence halls were completed in the fall of 1988 and house approximately 375 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.

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

*Reservoir Apartments:* This seventeen story high-rise building was renovated and converted into a residence hall in 2016, housing approximately 540 students. Each completely furnished air-conditioned apartment includes one or two double occupancy room, or one triple occupancy room, one or two bathrooms, living room, dining area, and kitchen. Lounge space on the second floor has access to an outside

patio. A study lounge and reflection space is located on the seventeenth floor. This residence hall generally houses sophomore and junior students. Subscription to the University Meal Plan is optional.

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

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

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

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

### Off-Campus Housing

The University operates an off-campus housing office within the Office of Residential Life (Maloney Hall, Suite 413) for the convenience of those seeking assistance with searching for off-campus



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

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

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

### Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2018.
- Tuition first semester—\$27,300
- Second semester tuition and fees are due by December 10, 2018.
- Tuition second semester—\$27,300

### Woods College of Advancing Studies

- Tuition per course—\$1,976
- Auditor's fee\*\* per course—\$988

### Undergraduate General Fees\*

Application Fee (not refundable):	80
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:	520
Identification Card (required for all new students):	45
Late Payment Fee:	150
Freshman Orientation Fee (mandatory for all freshmen):	520

### Woods College of Advancing Studies—Undergraduate

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

### Undergraduate Special Fees\*

Extra Course—per credit hour:	1,820
Laboratory Fee—per semester:	55–480
Massachusetts Medical Insurance: 3,095 per year (1,288 fall semester, 1,807 spring semester)	
Nursing Laboratory Fee:	up to 200
NCLEX Assessment Test:	70
Special Students—per credit hour:	1,820
Student Activity Fee:	344 per year

### Resident Student Expenses

Board—per semester:	2,709
Room Fee (includes Mail Service) per semester (varies depending on room):	4,530–6,210

### Summer Session

Tuition per credit hour	836
Auditor's fee**—per credit hour	418

\*All fees are proposed and subject to change.

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

### Collection Cost and Fees

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

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

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

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

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

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

### Notice of Consent to Collection Communications

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, e-mails and/or automated telephone dialing systems. I also expressly

consent to you, your affiliates, agents, and service providers contacting me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

### **Massachusetts Medical Insurance**

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

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

**Domestic students** may waive the BC insurance plan by completing the electronic waiver form at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Medical Insurance"). Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at [www.bc.edu/ssforms](http://www.bc.edu/ssforms). The waiver must be completed and submitted by September 21, 2018 for the fall semester and by January 25, 2019, for the spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

**International students** are not eligible to waive the BC insurance plan. If you are insured through (1) your own or a parent/guardian/spouse's health insurance plan offered through a U.S. employer, (2) a government sponsored program, (for example Government of Kuwait/UAE or Government of Saudi Arabia), or (3) MassHealth or a plan purchased through the MA Health Connector (except Health Safety Net, Children's Medical Security or MassHealth Limited), you might be eligible to waive coverage. The waiver form for international students is available at [www.bc.edu/ssforms](http://www.bc.edu/ssforms).

### **Returned Checks**

Returned checks will be fined in the following manner:

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

### **Withdrawals and Refunds**

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

### ***Undergraduate Refund Schedule***

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

#### **First Semester**

- by Aug. 24, 2018: 100% of tuition charged is cancelled
- by Sept. 7, 2018: 80% of tuition charged is cancelled
- by Sept. 14, 2018: 60% of tuition charged is cancelled
- by Sept. 21, 2018: 40% of tuition charged is cancelled
- by Sept. 28, 2018: 20% of tuition charged is cancelled

#### **Second Semester**

- by Jan. 11, 2019: 100% of tuition charged is cancelled
  - by Jan. 25, 2019: 80% of tuition charged is cancelled
  - by Feb. 1, 2019: 60% of tuition charged is cancelled
  - by Feb. 8, 2019: 40% of tuition charged is cancelled
  - by Feb. 15, 2019: 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 at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Request Student Account Refund"). If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

### **NATIONAL STUDENT CLEARINGHOUSE**

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

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

## ***ABOUT BOSTON COLLEGE***

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### **Degree and Enrollment Verification**

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

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

Phone: 703-742-4200

Fax: 703-742-4239

E-mail: [degreeverify@studentclearinghouse.org](mailto:degreeverify@studentclearinghouse.org)

Mail: National Student Clearinghouse

13454 Sunrise Valley Drive, Suite 300

Herndon, VA 20171

### **UNDERGRADUATE DEGREE AND INTERDISCIPLINARY PROGRAMS**

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

Art History: B.A.

Biochemistry: B.S.

Biology: B.A., B.S.

Chemistry: B.S.

Classics: B.A.

Communication: B.A.

Computer Science: B.A., B.S.

Economics: B.A.

English: B.A.

Environmental Geosciences: B.S.

Environmental Studies: B.A., B.S.

Film Studies: B.A.

French: B.A.

Geological Sciences: B.S.

German Studies: B.A.

Hispanic Studies: B.A.

History: B.A.

International Studies: B.A.

Islamic Civilization and Societies: B.A.

Italian: B.A.

Linguistics: B.A.

Mathematics: B.A., B.S.

Music: B.A.

Philosophy: B.A.

Physics: B.S.

Political Science: B.A.

Psychology: B.A., B.S.

Russian: B.A.

Slavic Studies: B.A.

Sociology: B.A.

Studio Art: B.A.

Theatre: B.A.

Theology: B.A.

#### **Fifth Year Programs—Graduate School of the Morrissey College of Arts and Sciences**

Biology: B.S./M.S.

English: B.A./M.A.

History: B.A./M.A.

Linguistics: B.A./M.A.

Math: B.S./M.S.

Philosophy: B.A./M.A.

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

Russian: B.A./M.A.

Slavic Studies: B.A./M.A.

Sociology: B.A./M.A.

Theology: B.A./M.A.

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

MCAS/Law (3+3) Program: B.A. or B.S./LL.D.

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

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

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

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

Applied Psychology and Human Development: B.A.

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

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

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

##### ***Graduate Programs***

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

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

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

Educational Research Methodology: B.A. or B.S./M.Ed.

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

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

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

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

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

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

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

##### ***Graduate Programs***

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

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

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

Accounting: B.S.

Accounting and Information Systems: B.S.

Accounting for Finance and Consulting: B.S.

Business Analytics: B.S. (co-concentration only)

Computer Science: B.S.

Economics: B.S.

Entrepreneurship: B.S. (co-concentration only)

Finance: B.S.

General Management: B.S.

Information Systems: B.S.

Management and Leadership: B.S.

Managing for Social Impact and the Public Good: B.S. (co-concentration only)

Marketing: B.S.

Operations Management: B.S.

## **Connell School of Nursing**

Nursing: B.S.

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

### **Graduate Programs**

Nursing: B.S./M.S.

## **Fifth Year Programs—Boston College School of Social Work**

Social Work/Applied Psychology and Human Development:

B.A./M.S.W.

Social Work/Psychology: B.A./M.S.W.

Social Work/Sociology: B.A./M.S.W.

## **Woods College of Advancing Studies**

Communication: B.A.

Corporate Systems: B.A.

Criminal and Social Justice: B.A.

Economics: B.A.

English: B.A.

History: B.A.

Information Systems and Technology: B.A.

Natural Sciences: B.A.

Philosophy: B.A.

Political Science: B.A.

Psychology: B.A.

Social Sciences: B.A.

Sociology: B.A.

Theology: B.A.

## **Interdisciplinary Programs**

African and African Diaspora Studies

American Studies

Ancient Civilization

Asian Studies

Catholic Studies

East European Studies

Environmental Studies

Faith, Peace, and Justice

German Studies

International Studies

Irish Studies

Islamic Civilization and Societies

Jewish Studies

Journalism

Latin American Studies

Managing for Social Impact and the Public Good

Medical Humanities, Health, and Culture

Psychoanalytic Studies

Women's and Gender Studies

## UNDERGRADUATE ADMISSION

### Admission Information

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

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

### Admission from Secondary School

While specific courses are not required, the Office of Undergraduate Admission recommends that students pursue a strong college preparatory program that includes four units of English, mathematics, social studies, and foreign language, as well as four units of a natural 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

- The SAT (writing section is optional) or
- The American College Test (ACT) (writing section is optional)
- The submission of SAT subject exams is optional

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 individual section 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 or the International English Language Testing System (IELTS). Students who score 600 or above in the SAT EBRW or 27 or better on the ACT English section may have this requirement waived.

### Application Procedures

#### *Regular Freshman Admission*

Students applying to Boston College should submit the Common Application, the Boston College Writing Supplement and an \$80 application fee 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 no later than April 1.

#### *Early Action*

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

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Boston College Writing Supplement and the Common Application on or before November 1. At Early Action, students may be admitted, deferred to the Regular Decision applicant pool, 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 or the International English Language Testing System (IELTS). A minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the internet-based exam is recommended. A minimum IELTS score of 7.5 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 typically have a 3.4 to 3.7 cumulative grade point average. 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 \$80 application fee. All portions of the Transfer Application can be found on the transfer website at [www.bc.edu/transfer](http://www.bc.edu/transfer).

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

All supporting documents must be sent directly to the Boston College Undergraduate Processing Center, PO Box 67485, Chestnut Hill, MA 02467 by the sending institution. **Transcripts issued to students and photocopies will not be accepted.** The deadline for submitting applications is March 15 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between May 1 and June 15. Spring candidates will be notified between November 30 and December 25.

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

### *Transfer of Credit*

Boston College transfer credit policies are established by the Deans and Faculty of each undergraduate division. Course evaluations



are completed by the Office of Transfer Admission. Any questions regarding the evaluation of courses, either before or after enrollment, should be directed to the Office of Transfer Admission.

At Boston College, transfer credit is established on a course-by-course basis. Transferable courses must have been completed at regionally accredited colleges or universities and must be similar in content, depth, and breadth to courses taught at Boston College. In addition, a minimum grade of C- must have been earned. BC students must complete the following number of credit hours for graduation: Morrissey College of Arts and Sciences—120, Carroll School of Management—120, Lynch School of Education—120, and Connell School of Nursing—117. A maximum of 60 credit hours will be allowed in transfer. The unit of credit at Boston College is the semester hour. Most courses earn 3 semester hours of credit. Lab sciences usually earn 4 semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least 3 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 online 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 expected to spend four years enrolled as full-time students in order to earn a bachelor's degree.

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.

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, 45 at the end of a year and a half, and 60 credits at the end of two years. In determining a transfer student's date of graduation, leeway of 6 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 generally include a minimum of eight semesters of full-time enrollment, at least four semesters of which must be at Boston College.

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 at least four semesters at Boston College, they may seek to regain their original graduation-year status through course overloads and summer courses. In such cases, transfer students will not incur additional tuition charges for course overloads. Transfer students who seek to regain their original graduation date should consult with their associate dean to confirm that they are eligible to do so.

**Special Students**

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

**Advanced Placement Units**

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

Advanced Placement Exam	Exam Score	Advanced Placement Units	Requirements Fulfilled
Art History	4	3	Fine Arts Core
Biology	4	6	2 Natural Science Core
Calculus AB (or AB sub score)	4	3	1 Math Core
Calculus BC	4	6	1 Math Core/1 Math Elective
Capstone Seminar	N/A	N/A	N/A
Chemistry	4	6	2 Natural Science Core
Chinese Language and Culture	4	6	2 Slavic Language Electives and Language Proficiency, Demonstrates Language Proficiency
Computer Science (AB or A)	4	3	1 Computer Science Elective. Must consult with the department to determine if any placement toward major is appropriate.

## THE UNIVERSITY: POLICIES AND PROCEDURES

Advanced Placement Exam	Exam Score	Advanced Placement Units	Requirements Fulfilled
Economics (Micro)	4	3	1 Social Science Core (except LSOE)
Economics (Macro)	4	3	1 Social Science Core (except LSOE)
English Language	4	3	Writing Core
English Literature	4	3	Literature Core
Environmental Science	4	3	1 Natural Science Core
European History	4	6	2 Modern History Core
French Language/ Literature	3	0	Demonstrates Language Proficiency
	4	6	2 Romance Language Electives and Language Proficiency
German	4	6	Demonstrates Language Proficiency, 2 German Language Electives and Language Proficiency
U.S. Government and Politics	4	3	1 Social Science Core (MCAS or CSON only)
Comparative Government and Politics	4	3	1 Social Science Core (MCAS or CSON only)
Human Geography	N/A	N/A	No BC equivalent
Italian Language and Culture	3	0	Demonstrates Language Proficiency
	4	6	2 Romance Language Electives and Language Proficiency
Japanese Language and Culture	4	6	2 Slavic Language Electives and Language Proficiency
Latin: Virgil/ Literature	4	6	2 Classical Language Electives and Language Proficiency
Music Theory	5	3	1 Fine Arts Core
Physics 1	4	3	1 Natural Science Core
Physics 2	4	3	1 Natural Science Core
Physics C Mechanics	4	3	1 Natural Science Core
Physics C E+M	4	3	1 Natural Science Core
Psychology	4	3	1 Social Science Core

Advanced Placement Exam	Exam Score	Advanced Placement Units	Requirements Fulfilled
Spanish Language/ Literature	3	0	Demonstrates Language Proficiency
	4	6	2 Romance Language Electives and Language Proficiency
Statistics	5	3	Fulfills Statistics Requirement (CSOM and MCAS Psychology majors only)
Studio Art	4	3	1 Fine Arts Core
U.S. History	4	6	2 History Electives
World History	4	6	2 Modern European History Core

### *International Baccalaureate*

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

### *British A Levels*

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

6 units for grades of A or B

3 units for grades of C

Grades lower than C do not qualify

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

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

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

### *French Baccalaureate*

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

6 units for scores of 13 or higher

3 units for scores of 10–12

Scores below 10 do not qualify.

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

No advanced placement will be awarded for English.

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

### *German Abitur*

Placement will be considered for the four subjects scored in the Abitur final exams. In the two subjects listed, the “main subject” with scores of 10 or higher, 6 advanced placement units will be awarded in corresponding

subject areas. For two additional “basic course” with scores of 10 or higher, 3 advanced placement units will be earned in corresponding subject areas. No advanced placement units can be earned for English.

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

**Swiss Maturité**

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

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

**College Courses Taken During High School**

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

**Courses Taken at a High School:**

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

**Courses Taken on a College Campus:**

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

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

**Advanced Standing**

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

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

**Language Proficiency Requirement**

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

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

Subject Test	SAT Score	AP Score
Chinese	700	4
French	550	3
German	600	4
Italian	550	3
Japanese	700	4
Korean	700	4
Latin	600	4

Subject Test	SAT Score	AP Score
Modern Hebrew	650	4
Spanish	550	3

\*Note: Beginning with the class of 2022, Carroll School will no longer have a language requirement.

**Other Exams and Exam Score Minimums**

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish)
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments. Testing is not available for all languages.

Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

**Course Work Meeting Language Proficiency Requirement**

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

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

**FINANCIAL AID**

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

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

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

For more complete information on financial aid at Boston College, visit the Student Services website at [www.bc.edu/finaid](http://www.bc.edu/finaid).

### General Information

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

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

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

Financial aid from Massachusetts also follows the above Federal refund policy. Nursing Loans as well as Pennsylvania and Vermont State Scholarships follow the University's refund policy.

**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 Counselor.

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

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 Office of First Year Experience at Boston College has a dual focus. First, to introduce the new students to the resources of the University so that they might maximize the integration of their gifts and skills with the opportunity afforded them at Boston College. Second, to assist in the inculturation process whereby these new students come to understand, appreciate, and act upon the uniqueness of Boston College as a Jesuit university in the Catholic tradition. The second stage is not seen as an exclusionary mark, but rather as a foundational and guiding philosophy that underpins the efforts of all in this 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.

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



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

The parent/guardian program presents themes surrounding the issues of transition and adjustment which families will experience as a member enters college. The program sessions will address the ways students need to adjust to their new freedoms and responsibilities in order to maximize their college experience and discuss how parents/guardians can support their students during this stage of life.

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

**48HOURS** is a weekend experience open to all first year students who are interested in reflecting upon and enlivening the intellectual, social, and spiritual dimensions of their BC experience. Participants of this program hear senior student leaders speak personally and honestly about their own college transition process, focusing particularly on their first year ups and downs. The topics covered during the course of the weekend (competition and comparison, friends and relationships, handling conflict and challenges, etc.) are presented in a way that encourages students to consider how their expectations of college life might compare to their lived experience and what steps they can take to live a more productive, meaningful, and authentic life upon their return to campus.

Through this programming, 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—Morrissey College of Arts and Sciences, Carroll School of Management, Lynch School of Education, and Connell School of Nursing—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UNCP5500 and UNCP5599 in the *Boston College Catalog*. Many Capstone Seminars are also cross-listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. You may take only one Capstone course during your academic career. Capstones cannot be taken as Pass/Fail. For information, contact the Program Director, Fr. James Weiss via e-mail at james.weiss@bc.edu or see the University Courses section of this Catalog. You may also reference the Capstone Program website at [www.bc.edu/capstone](http://www.bc.edu/capstone).

### 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 1. Only the Benefits Office can certify an employee child as FACHEX eligible in the AJCU's FACHEX Database, and this form contains the required information for entry. Employees should also consult the FACHEX website for information about rules of the program, and strongly consider contacting the FACHEX Coordinator at the participating colleges and universities their child is applying at, to follow those school's specific admissions deadlines or requirements. BC does not maintain admissions policies of other schools in the program and cannot advise on their behalf.

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

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

### Gabelli Presidential Scholars Program

The Gabelli Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately 15 incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the



richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

In addition to enrollment in one of the University's several departmental 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 or the symphony. To complement the emphasis on ideas and ideals they encounter in their classes, and in their summer programs, Presidential Scholars also give presentations to their fellow scholars about a variety of their experiences including study abroad, Advanced Study Grants, internships, and thesis writing. These presentations serve as additional avenues of inspiration to younger scholars, offering them a glimpse of the opportunities that are open to them throughout their college careers. In addition, these presentations offer the upperclassmen scholars the opportunity to develop and refine their public speaking skills.

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

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

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

### Office of International Programs (OIP)

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

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

### Academic Year Programs

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

#### Argentina

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

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

##### *BC in Buenos Aires: Universidad Torcuato Di Tella*

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

#### Australia

##### *Monash University*

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

##### *Notre Dame University*

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

##### *University of Melbourne*

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

##### *University of New South Wales*

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

##### *University of Queensland*

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

##### *University of Western Australia*

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

##### *University of Sydney*

Group of Eight school located in Sydney. Semester or full-year program with a broad curriculum. The majority of students enroll in Arts and Social Sciences, Business, Science, Engineering and Information Technologies, and Health Sciences.

#### Austria

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

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

**Brazil**

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

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

**Chile**

*Pontificia Universidad Catolica de Chile (PUC)*

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

*Universidad Alberto Hurtado (UAH)*

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

**China**

*Chinese University of Hong Kong*

Semester or full-year program with a wide range of curricula offered in English. CUHK offers classes in business administration, education, engineering, law, medicine, science, and social science.

*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**

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

Semester or full-year program with course offerings across the disciplines. Limited science courses offered in English as well as courses in other subjects in Spanish. Community health course available for Nursing and premed students.

**England**

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

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

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

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

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

Semester or full-year program in London's vibrant and diverse East End.

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

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

*BC in London: School of Oriental and African Studies (SOAS), University of London*

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

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

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

*University of Bristol*

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

*Durham University*

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

*Lancaster University*

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

*University of Liverpool*

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

*University of Oxford, Mansfield College*

Full-year program only. Students from all colleges can participate in university-wide lectures, events, and groups.

**France**

*BC in Paris: Université de Paris*

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

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

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

*BC in Paris: L'Institut Catholique de Paris (ICP)*

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

*BC in Paris: L'Ecole Supérieure de Commerce (ESCP)*

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

*BC in Paris: L'Institut d'Etudes Politiques de Paris (Sciences Po)*

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

**Germany**

*Eichstätt Catholic University*

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

### Greece

#### *American College of Greece (ACG)*

Semester or full-year direct enrollment program in Athens. Course offerings from wide range of curricula taught in English. It is a unique blend of modern and ancient history. Athens is an affordable city and filled with a multitude of activities.

### Ireland

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

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

#### *BC in Dublin: National University of Ireland Maynooth*

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

#### *BC in Dublin: Trinity College Dublin*

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

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

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

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

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

### Italy

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

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

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

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

#### *Bocconi University, Milan*

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

#### *Venice International University*

Semester or full-year program located at Venice International University, an international higher education and research center co-run by fifteen consortium members from around the world. Based on San Servolo Island, just a few minutes from St. Mark's Square in the heart of Venice. Students take courses taught in English in the social sciences and international studies.

### Japan

#### *Sophia University*

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

#### *Waseda University*

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

### Morocco

#### *Al Akhawayn University*

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

### Nepal

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

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

### The Netherlands

#### *Amsterdam University College*

Semester or full year 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*

Semester or full-year 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 with strengths in natural and marine sciences.

### The Philippines

#### *Anteneo de Manila University*

Semester or full-year program 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

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

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

### Singapore

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

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

**South Africa**

*BC in Grahamstown: Rhodes University*

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

*BC in Cape Town: University of Cape Town*

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

**South Korea**

*Seoul National University*

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

*Sogang University*

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

**Spain**

*BC in Barcelona: ESADE*

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

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

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

*BC in Granada: University of Granada, Granada Institute of International Studies (GRIIS)*

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

*BC in Madrid: Complutense de Madrid*

Semester or full-year program for students in all disciplines except those in CSOM, communications, economics, and international studies. Non-native Spanish courses offered through the Reunidas program.

*BC in Madrid: Carlos III*

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

*BC in Madrid: Pontificia Comillas*

Semester or full-year program for students in all disciplines at this private, Jesuit institution. Business, law, social sciences and humanities and international relations major offered.

*Universidad de Deusto*

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

**Turkey**

*Boğaziçi University*

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

**United Arab Emirates**

*American University of Sharja (AUS)*

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

**Summer Sessions**

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

**Asia**

*Nanjing, China*

Climate Change and Sustainability: An Environmental Chemistry View (3 credits)

**Europe**

*Berlin, Germany*

Drawing from Berlin's Past and Future (3 credits)

*Bordeaux, France*

Intensive Intermediate French (6 credits)

*Dublin, Ireland*

Managerial Accounting (3 credits)

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

*Ballyvaughn, Ireland*

Introduction to Art and Ecology (3 credits)

Ireland, Northern Ireland and Scotland

The Politics of Self-Rule (3 credits)

*London, England*

Contemporary Theatre and Drama in London (3 credits)

London Through Literature (3 credits)

*Madrid, Spain*

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

*Paris, France*

Food Writing in Paris (3 credits)

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

(Applicants must be in the Honors Program)

*Parma, Italy*

International Law of Food (3 credits)

The Art of Physics (3 credits)

*Rome, Italy*

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

Contemporary Italian Culture through Film (3 credits)

Saints and Sinners (3 credits)

*Venice, Italy*

Globalization, Culture and Ethics (3 credits)

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

Zagreb, Croatia and Sarajevo, Bosnia and Herzegovina

Philosophy of Peace and Hospitality (3 credits)

**Latin America**

*Quito, Ecuador*

Global Health Perspectives (3 credits)

*Santiago, Chile*

Through the Eyes of Service: Social Justice in Chile (3 credits)

**Oceania**

*Auckland, New Zealand*

From Maori to Middle Earth (3 credits)

**Internships Abroad**

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

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



### Other Opportunities

#### Overseas Teaching Program

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

### Washington Semester and SEA Education Association Program

#### Washington Semester

BC offers a semester-long internship program in cooperation with American University in Washington, DC. The program combines academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. The academic requirements for participation are the same as those for study abroad and Washington semester programs are administered as approved external programs through the OIP. The program can be combined with a study abroad experience.

#### SEA Education Association Program

The university offers a semester-long opportunity with SEA Education Association (SEA), a program option that challenges them intellectually and physically by combining a sailing experience with the study of the deep ocean. The interdisciplinary program tracks are designed for students who wish to gain a comprehensive understanding of the world's oceans. Students, especially those majoring in the natural sciences, can complete a semester with SEA as an alternative to study abroad or in combination with another semester program. SEA programs are administered as approved external programs through the OIP.

### Pre-Professional Programs

#### Pre-Law Advising

Boston College offers pre-law advising through the Career Center. The Boston College Career Center and two pre-law student associations, the Bellarmine Law Society and the AHANA Pre-Law Student Association, present panels each year on different aspects of the legal profession and the law school admission process. Career coaches 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 officially registering as Pre-Law in the Academic Advising Center or Office of Student Services. Before scheduling a pre-law advising appointment, students should review the *Boston College Pre-Law Advising Handbook*. For further information, contact the Career Center at 617-552-3430 and view the Career Center's website for information on applying to law school at: [www.bc.edu/offices/careers/gradschool/law.html](http://www.bc.edu/offices/careers/gradschool/law.html).

#### Pre-Health Programs

Medical, dental, veterinary, and other health professions schools welcome qualified students from diversified academic backgrounds. Thus, the student planning to pursue a health related career may choose for a major field of study in any one of the humanities, natural sciences, or social sciences. Below is a brief summary of the program. For detailed information, visit [www.bc.edu/premed](http://www.bc.edu/premed).

Health professions graduate schools expect each applicant to be well grounded in the fundamental sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most health profession schools require one year of coursework at the college level in the following disciplines:

- 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 requirements, such as Biochemistry and Animal Nutrition, for example.

#### Three Year or Four Year Sequencing

*Three Year Program:* Undergraduates who plan to matriculate to health professions graduate school the fall after they graduate will need to complete all required courses (see above) by the end of junior year. Applications are filed 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) preferably by 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, health professions graduate schools expect a high level of academic performance, significant exposure to the health field through clinical placements and shadowing as well as other meaningful extra-curricular experiences.

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

*Four Year Program:* An increasing number of students at BC, as well as other institutions, are applying to graduate schools in the health professions at the end of their senior year—or later. Students who elect to 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) thus, potentially making them more attractive candidates. This is a good option for students who have performed modestly during freshman year, since it will allow additional time to bring grades, particularly in the sciences, into a more competitive range. The four year option also allows for greater flexibility in planning for entrance exams (MCAT, DAT, GRE). The average age for students beginning graduate school in the health professions is approximately 25, therefore the applicant taking one or more (gap) growth year(s), is increasing.

For a complete overview of the required pre-health curriculum, course numbers, and recommended course sequencing, please visit the B.C. Pre-Health ([www.bc.edu/premed](http://www.bc.edu/premed)).

#### Advanced Placement

For specific information regarding advanced placement, please visit [www.bc.edu/premed](http://www.bc.edu/premed).

#### Further Information

If you would like to speak with a staff member call 617-552-4663 or e-mail us at [premed@bc.edu](mailto:premed@bc.edu).

### **PULSE Program for Service Learning**

For a full description of the PULSE Program, please visit the PULSE website at [www.bc.edu/pulse](http://www.bc.edu/pulse).

### **Reserve Officers' Training Corps**

#### ***Air Force Reserve Officers' Training Corps***

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for 2- and 3-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include all majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty), while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact the Department of Aerospace Studies, Boston University, 617-353-4705, [afrotc-all-mail@bu.edu](mailto:afrotc-all-mail@bu.edu).

#### ***Army Reserve Officers' Training Corps***

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

Scholarships may be available for qualified high school students admitted to Boston College and college students currently attending BC. In addition, scholarships may be available to Boston College Nurses through the ROTC program. All scholarships include full tuition and mandatory fees, a monthly stipend, and money for books. Boston College also awards additional incentives for Army ROTC scholarship Cadets. For more information including an application, contact the Liberty Battalion Recruitment Officer at 617-373-2378 or the Boston College Department of Military Science (Carney Hall 171 and 172) at 617-552-2322/2580 or visit [www.bc.edu/armyrotc](http://www.bc.edu/armyrotc).

#### ***Marine Corps Platoon Leaders' Class (PLC)***

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

### ***Navy Reserve Officers' Training Corps***

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

### **Undergraduate Faculty Research Fellows Program**

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

## **ACADEMIC INTEGRITY**

### **Policy and Procedures**

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

### **Standards**

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

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

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

- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

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

**Other breaches of academic integrity include:**

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

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

### Promoting Academic Integrity: Roles of Community Members

#### *Student Roles in Maintaining Academic Integrity*

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

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

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

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

#### *Faculty Roles in Fostering Academic Integrity*

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

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

Faculty should promote academic integrity in the following specific ways:

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

#### *Academic Deans*

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

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

#### *Procedures*

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



When a faculty member determines that a student's work violates the standards of academic integrity, the faculty member is encouraged to discuss the matter with the student, but in any case the faculty member should notify the student of the substance of the violation and the action that the faculty member proposes to take. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the proposed grading penalty is to be sent to the student's class dean. On receipt of such a notification the associate dean will notify the student of the allegation and the evidence. The student will be given an opportunity to respond to the allegation in writing. While a case is pending, the student may not withdraw from or change status in the course.

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

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 to whom the case has been reported will serve as a non-voting administrative resource. For cases that are reported in summer courses, the associate dean or deans of the student's school will decide the case.

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

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

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

## **ACADEMIC REGULATIONS**

Academic Regulations are effective from September of the current academic year (2018–2019) 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 Academic 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 Academic 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 Academic 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 Academic 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 make up 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 at Boston College in order to graduate. All courses must be 3 credits or more and cannot be taken pass/fail.

- 1 course in the Arts—Art, Art History, Film, Music, Theatre
- 1 course in Cultural Diversity—The Cultural Diversity requirement may be fulfilled by an approved course taken to fulfill



another Core requirement, a major requirement, or an elective. LSOE students will take APSY1031. The CSON curriculum satisfies the Cultural Diversity requirement.

- 2 courses in History—One course pre-1800 and one post-1800
- 1 course in Literature—Classical Studies, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages and Literatures
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MATH1100 or higher) is required, and beginning with the class of 2022, CSOM students may take any course approved for Mathematics Core credit. For CSON students, MATH1180 (Principles of Statistics for Health Sciences) is the required Mathematics Core course.
- 2 courses in Natural Sciences—Biology, Chemistry, Earth and Environmental Sciences, Physics
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (ECON1131 and ECON1132 are required for CSOM students), Political Science, Psychology, Psychology in Education (APSY1030 and APSY1031 are required for LSOE students), or Sociology
- 2 courses in Theology
- 1 course in Writing

Students are advised to select Core courses very carefully. Identification of Core courses can be determined by contacting the appropriate department in the Morrissey College of Arts and Sciences and by referencing the Course Information and Schedule link at [www.bc.edu/myservices](http://www.bc.edu/myservices). For more information, visit [www.bc.edu/core](http://www.bc.edu/core).

### Core Renewal

As a Jesuit University, Boston College shares a 450-year tradition of concern for the integration of the intellectual, moral, and religious development of its students. The centerpiece of Jesuit education has always been a common curriculum that emphasizes the study of the defining works of the humanities, natural sciences, and social sciences.

Boston College freshmen have the option of fulfilling these Core requirements through new team-taught or linked courses—Core Renewal courses—that deal with such topics as energy and the environment; science and technology in America; love, gender, and marriage; human disease; migration and identity; neuroscience and theater; and truth-telling.

In 2018–2019, four of these courses are built on the “Complex Problems” model: interdisciplinary, team-taught, 6-credit classes that address a contemporary problem. In addition, there are thirty-seven linked pairs of courses in the “Enduring Questions” category: distinct 3-credit classes taken by the same 19 students—each taught by a faculty member from a different department—connected by a common topic and set of questions, with shared readings and assignments. All Complex Problems and Enduring Questions courses are labeled as such in this catalog.

For more information on Core Renewal at Boston College, please visit [www.bc.edu/corerenewal](http://www.bc.edu/corerenewal).

### 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
- Hartford 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 at [www.bc.edu/myservices](http://www.bc.edu/myservices) (“Degree Audit”). Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

**Degree with Honors**

Academic honors printed in the Commencement program are based on averages at the end of the second semester senior year. The *summa cum laude* is awarded to the top 4.5 percent of the graduating class, *magna cum laude* to the next 9.5 percent, and *cum laude* to the next 15 percent. Academic honors are not calculated for graduate students.

Starting with the class of 2021, the cumulative average for degrees with honors will be as follows:

- *summa cum laude* (with the highest honors)—3.9–4.0
- *magna cum laude* (with high honors)—3.8–3.899
- *cum laude* (with honors)—3.667–3.799

**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 9 of the credits must be in courses of 3 credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

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

***Undergraduate Part-Time Enrollment Status***

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

**External Courses**

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Academic Dean before the courses are begun. Exceptions may be granted by the Academic Dean for official cross-registration programs, external summer study abroad, certain special study programs at other universities, and summer courses with an AD prefix in the Woods College of Advancing Studies.

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

**Final Examinations**

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

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

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

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

**Language Proficiency Requirement**

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

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

Subject Test	SAT Score	AP Score
Chinese	700	4
French	550	3
German	600	4
Italian	550	3
Japanese	700	4
Korean	700	4
Latin	600	4
Modern Hebrew	650	4
Spanish	550	3

\*Note: Beginning with the class of 2022, Carroll School will no longer have a language requirement.

***Other Exams and Exam Score Minimums***

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish)
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments  
Testing is not available for all languages.

Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

***Course Work Meeting Language Proficiency Requirement***

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

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

requirement. Language courses will count as Morrissey College of Arts and Sciences electives. Students with documented learning disabilities may be exempt from the language proficiency requirement and should consult with the Associate Dean.

### Grading

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

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

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

With the approval of the Academic 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 Academic 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 at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Current Courses and Grades") 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.

Second-semester freshmen who have been approved by their Academic Dean for an overload of a sixth course of 3 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 3 or more credits may be taken pass/fail in any semester. No student may take more than six pass/fail courses of 3 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 1-Credit Courses in the Major

At the discretion of the school or department, some 1-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

Students are expected to satisfactorily complete eight semesters of full-time study. The University awards degrees in May, August, and December of each year, although commencement ceremonies are held only in May. A diploma will not be dated before all work is completed. Students who graduate in December may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online at [www.bc.edu/myservices](http://www.bc.edu/myservices) (“Diploma Name Information - View/Update”) by the following dates:

- February 15 for May graduation
- May 1 for August graduation
- October 1 for December graduation

### **Internal Transfers**

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Academic Dean’s Office of the school to which admission is sought. Students applying for internal transfer to Morrissey College of Arts and Sciences, the Lynch School of Education, and the Connell School of Nursing may do so beginning at the end of their freshman year. The Carroll School of Management accepts a limited number of internal transfer students in January of their sophomore year. Students must have completed their first three semesters at Boston College.

Students applying to transfer into the Connell School of Nursing or the Lynch School of Education should note that enrollment is limited in the professional schools and internal transfer may or may not be possible in any given year.

Students applying for internal transfer should be in good academic standing (some schools may require a 3.0 GPA; the Carroll School of Management requires a 3.4 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 Academic Dean by the last class day of each 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. Normally, 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 Academic Dean.

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

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

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

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

### **Majors, Minors, and Concentrations**

#### ***Majors***

A major is a systematic concentration of at least 30 credits (ordinarily ten courses) taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.

#### ***Minors***

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

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

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

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

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

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

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

##### **Connell School of Nursing**

CSON students may pursue a Hispanic Studies minor, a Psychology minor, or a Humanities, Health and Culture minor



specifically for Nursing students by contacting the Academic Dean, Undergraduate Nursing Program. Six courses (18 credits) are required to complete the minor. Full details are available on the CSON website.

### **Carroll School of Management**

Students in the Carroll School of Management may select any minor offered by the Morrissey 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 Academic Dean's Office.

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

### ***Concentrations***

#### **Carroll School of Management (CSOM)**

Concentrations, or areas of specialization, are required for students earning degrees from Carroll School of Management and are available to Carroll School of Management students only. Most concentrations require four courses beyond the Core. However, some require five. Students must complete a concentration in one of the following areas: Accounting, Accounting and Information Systems, Accounting for Finance and Consulting, Computer Science, Corporate Reporting and Analysis, Economics, Finance, General Management, Information Systems, 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 3 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 3 credits or more during their first semester at Boston College. Second-semester freshmen who wish to overload with a sixth course of 3 credits or more must obtain permission from their Academic Dean.

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

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 Academic 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 BC undergraduate students who meet the requirements for study abroad as outlined by their Academic Dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.0 or higher and have a clear disciplinary record. Final approval is at the discretion of the OIP, deans, and the ODS. Many programs have additional requirements, and applicants are selected competitively to most. Students should consult with the OIP for specific admission requirements.

Students remain subject to the academic policies of their home department. They are expected to register for a full course load as defined by BC and the host university in order to earn a full semester's worth of credit. Grades earned abroad on BC programs are converted into the BC grading scale and are figured into GPA calculations; credits are awarded based on the OIP course and credit requirement guidelines. For non-BC programs, students may transfer credit back to BC, as long as they earn the equivalent of a C- or higher. Grades on non-BC programs are not calculated into the BC GPA though do appear on the student's BC transcript as transfer credits.

Courses taken abroad which meet BC academic standards automatically count as general elective credit towards graduation. Students wishing to fulfill major, minor, or Core requirements abroad on both BC and non-BC programs may do so with the approval of the appropriate department(s). The OIP maintains a list of abroad courses considered pre-approved for major, minor, and Core requirements; for non-pre-approved courses, students must submit a completed BC Degree Audit Course Substitution and Waiver form to the Office of Student Services. Students are highly encouraged to seek such substitution approvals before taking courses abroad. For Cultural Diversity Core credit, no paperwork is needed; instead, students must fill out an online request form at [www.bc.edu/sites/core/for-students.html](http://www.bc.edu/sites/core/for-students.html).

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**

As of summer 2018, summer courses taken at Boston College, with the exception of courses beginning with an AD prefix, count for academic credit and all grades earned are factored into students' GPA as regular BC courses. Courses may satisfy Core or major/minor requirements as specified by the department, and will count toward the 120 credits required for the degree.

### ***BC Summer Courses Abroad***

BC summer courses taken abroad through the Office of International Programs (OIP) are factored into students' GPA as regular BC courses and count for academic credit.

### ***Summer Courses at Other Institutions***

Summer courses taken at another university—local, national, international—or with an AD prefix in the Woods College of Advancing Studies, must be pre-approved from the Academic Dean using the Course Approval Form. Students will also need departmental approval if they want the summer course to fulfill a Core, language, major, or minor requirement. These summer courses may count for academic degree credit and grades will factor into the GPA if students have credit deficiencies. Students will receive enrichment credit if there is no prior credit deficiency. Enrichment credit means that the course may satisfy Core or major requirements with department permission, but will not count toward the 120 credits required for the degree. Courses, grades, and credits will be listed on the transcript but will not be calculated into the GPA. With the approval of the Academic Dean, students who incur deficiencies may use enrichment courses in previous summers to make up for deficiencies incurred subsequently.

Regardless of the number of summer credits earned, students must successfully complete a minimum of 96 degree credits during the academic year.

### **Transcripts**

All current students submit requests for academic transcripts at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Transcript Request and Status"). Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975. For more information visit [www.bc.edu/transcript](http://www.bc.edu/transcript).

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

### ***Transcript/Diploma Holds***

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

### **Transfer of Credit**

The unit of credit at Boston College is the semester hour. Most courses earn 3 semester hours of credit. Lab sciences usually earn 4 semester hours of credit. Courses in transfer with credit values ranging from 1–4 semester hours of credit will be considered on a course by course basis. A maximum of 30 credit hours for a first semester sophomore, 45 for a second semester sophomore and 60 semester hours of credit for an incoming junior will be allowed in transfer.

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

Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University and reflects only work completed as a full-time undergraduate at Boston College. A new grade point average also begins when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools or when a full-time undergraduate transfers to the Woods College of Advancing Studies.

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

### **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 e-mail. 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 at [www.bc.edu/myservices](http://www.bc.edu/myservices) ("Update Your Address/Phone/Emergency Contact Information") 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.

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

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

Students may forward their e-mail messages from their Boston College e-mail address to non-university e-mail 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 e-mail account on a regular basis, to confirm that their e-mail service is functioning reliably.

## University Degree Requirements

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

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

## Withdrawal from a Course

Undergraduates may drop or add a course(s) online **during the first seven class-days of the semester**. Undergraduates only may drop a course until October 1, in the fall and February 15, in the spring semesters in their Academic Dean's office. Students may not drop below 12 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 Academic 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 Academic Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Academic Dean will process the withdrawal.

## UNDERGRADUATE MAJORS AND CSOM CONCENTRATIONS

### Majors\*

- American Heritages (LSOE)
- Applied Psychology and Human Development (LSOE)
- Art History (MCAS)
- Biochemistry (MCAS)
- Biology (MCAS)
- Chemistry (MCAS)
- Classical Studies (MCAS)
- Communication (MCAS)
- Computer Science (MCAS)
- Corporate Systems (WCAS)
- Criminal and Social Justice (WCAS)
- Economics (MCAS)
- Elementary Education (LSOE)
- English (MCAS)

- Environmental Geoscience (MCAS)
- Environmental Studies (MCAS)
- Film Studies (MCAS)
- French (MCAS)
- General Science (LSOE)
- Geological Sciences (MCAS)
- German Studies (MCAS)
- Hispanic Studies (MCAS)
- History (MCAS)
- Independent (MCAS)
- Information Technology (WCAS)
- International Studies (MCAS)
- Islamic Civilization and Societies (MCAS)
- Italian (MCAS)
- Linguistics (MCAS)
- Mathematics/Computer Science (LSOE)
- Mathematics (MCAS)
- Music (MCAS)
- Nursing (CSON)
- Perspectives on Spanish America (LSOE)
- Philosophy (MCAS)
- Physics (MCAS)
- Political Science (MCAS)
- Psychology (MCAS)
- Russian (MCAS)
- Secondary Education (LSOE)
- Slavic Studies (MCAS)
- Social Sciences (WCAS)
- Sociology (MCAS)
- Studio Art (MCAS)
- Theatre (MCAS)
- Theology (MCAS)

### CSOM Concentrations

- Accounting
- Accounting and Information Systems
- Accounting for Finance and Consulting
- Business Analytics (co-concentration only)
- Computer Science
- Corporate Reporting and Analysis (ends with the class of 2021)
- Economics
- Entrepreneurship (co-concentration only)
- Finance
- General Management
- Information Systems
- Management and Leadership
- Managing for Social Impact and the Public Good (co-concentration only)
- Marketing
- Operations Management

\*Schools and Colleges

CSOM = Carroll School of Management

CSON = Connell School of Nursing

LSOE = Lynch School of Education

MCAS = Morrissey College of Arts and Sciences

WCAS = Woods College of Advancing Studies

## Undergraduate Minors

Accounting for CPAs  
(in CSOM for CSON, MCAS, and LSOE)  
Accounting for Finance and Consulting  
(in CSOM for CSON, MCAS, and LSOE)  
African and African Diaspora Studies (Interdisciplinary)  
American Studies (Interdisciplinary)  
Ancient Civilization (Interdisciplinary)  
Applied Psychology and Human Development  
(in LSOE for CSOM, CSON, and MCAS)  
Arabic Studies (MCAS)  
Art History (MCAS)  
Asian Studies (Interdisciplinary)  
Bioinformatics (Concentration)  
Biology (MCAS)  
Biopsychology (Concentration)  
Catholic Studies (Interdisciplinary)  
Chemistry (MCAS)  
Chinese (MCAS)  
Communications (in MCAS for LSOE)  
Computer Science (MCAS)  
Creative Writing (Concentration)  
East European Studies (Interdisciplinary)  
Economics (MCAS)  
Environmental Studies (Interdisciplinary)  
Faith, Peace, and Justice (Interdisciplinary)  
Film Studies (MCAS)  
Finance (in CSOM for CSON, MCAS, and LSOE)  
French (MCAS)  
Foundation in Education  
(in LSOE for CSOM, CSON, and MCAS)  
General Education (in LSOE for CSOM, CSON, and MCAS)  
Geological Sciences (MCAS)  
German (MCAS)  
German Studies (Interdisciplinary)  
Hispanic Studies (MCAS)  
History (MCAS)  
Humanities, Health, and Culture (CSON)  
Inclusive Education (in LSOE for CSOM, CSON, and MCAS)  
International Studies (Interdisciplinary)  
Irish Studies (Interdisciplinary)  
Islamic Civilization and Society (Interdisciplinary)  
Italian (MCAS)  
Jewish Studies (Interdisciplinary)  
Journalism (Interdisciplinary)  
Latin American Studies (Interdisciplinary)  
Leadership in Higher Education and Community Settings (in LSOE for CSOM, CSON, LSOE, and MCAS)  
Linguistics (MCAS)  
Marketing (in CSOM for CSON, MCAS, and LSOE)  
Management and Leadership  
(in CSOM for CSON, MCAS, and LSOE)  
Managing for Social Impact and the Public Good  
(in CSOM for CSOM, CSON, MCAS, and LSOE)  
Mathematics (MCAS)  
Medical Humanities, Health, and Culture (Interdisciplinary)  
Middle School Mathematics Teaching (LSOE)

Music (MCAS)  
Philosophy (MCAS)  
Physics (MCAS)  
Psychoanalytic Studies (Interdisciplinary)  
Russian (MCAS)  
Secondary Education  
(in LSOE for CSOM, CSON, and MCAS)  
Sociology (MCAS)  
Special Education (LSOE)  
Studio Art (MCAS)  
Theatre (MCAS)  
Theology (MCAS)  
Women's and Gender Studies (Interdisciplinary)

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

## UNIVERSITY (SENIOR) AWARDS AND HONORS

### Morrissey College of Arts and Sciences

#### *Frank J. Bailey, Sr. Award*

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

#### *John Bapst, S.J., Philosophy Award*

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

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

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

#### *Andres Bello Award in Spanish*

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*

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

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

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

### *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*

An award, 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.

### *Figurito Family Award for Scholarly Achievement in Italian*

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

### *The Deborah Fine Award*

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

### *Edward H. Finnegan, S.J., Award*

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 Award*

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

### *Giffuni Prize*

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

### *The George J. Goldsmith Award*

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

### *John L. Heineman Award*

This award was established by the History Department in honor of the late John L. Heineman, a challenging and inspirational colleague (1963–2003), a Renaissance man, and a master teacher. It is given each year to a graduating senior in recognition of exceptional historical scholarship.

### *Janet Wilson James Essay Prize*

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

***The David A. Karp Award***

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

***William A. Kean Memorial Award***

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

***Bishop Kelleher Award***

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

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

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

***T. Frank Kennedy, S.J., Award for Excellence in the Academic Study of Music***

An award given in honor of the co-founder, long-term chair, and guiding spirit of the Music Department to an outstanding senior who has shown 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., Award 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 Award***

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

***Denis A. McCarthy Award***

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

***John McCarthy, S.J., Award***

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

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

***Gail A. McGrath Award***

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

***Albert McGuinn, S.J., Award***

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

***Henry J. McMahan Award***

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

***The John J. Neuhauser Award in Computer Science***

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

***John F. Norton Award***

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

***Cardinal O'Connell Theology Award***

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

***The Thomas H. O'Connor Award***

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

***Princess Grace of Monaco Award***

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

***E. Paul Robsham Distinguished Service Award***

An award given annually by the Theater Department to the graduating senior, who though seldom sharing the spotlight, has worked with exceptional professionalism, dedication, creativity, and enthusiasm behind the scenes to bring the benefits of the theater to the Boston College community.

***Paul J. Sally, Jr., Award***

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

### *Secondary Education Minor Award*

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

### *Harry W. Smith Award*

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

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

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

### *Dr. Joseph S. Stanton Memorial Award*

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

### *Tully Theology Award*

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

### *Max Wainer Award*

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

## Lynch School of Education

### *Charles F. Donovan, S.J., Award*

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

### *General Excellence Award*

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

### *Saint Edmund Champion Award*

Presented for excellence in an academic major.

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

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

### *Dr. Marie M. Gearan Award*

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

### *Saint Richard Gwyn Award*

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

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

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

### *John J. Cardinal Wright Award*

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

### *John A. Schmitt Award*

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

### *Mr. and Mrs. Vincent P. Roberts Award*

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

### *James F. Moynihan, S.J., Award*

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

### *Patricia M. Coyle Award*

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

### *Karen E. Noonan Award*

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

### *Cynthia J. Sullivan '79 Memorial Achievement Award*

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

### *Cynthia J. Sullivan Award Winner*

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

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

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

### *Bernard A. Stotsky/Professor John Eichorn Prize*

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

***Gretchen A. Bussard Award***

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

***Nancy E. Segal Award***

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

***Albert A. Bennett Award***

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

***Secondary Education Award***

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

***Lynch School Awards***

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

**Carroll School of Management*****Thomas I. Gasson, S.J., Award***

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

***The Edward H. Finnegan, S.J. Memorial Award Nominee:***

The top commencement honor which recognizes a senior who best exemplifies the University's motto: "Ever to Excel."

***The Outstanding Student in Information Systems Award***

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

***The John B. Atkinson Award***

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

***George Aragon Outstanding Student Award***

For an outstanding senior concentrating in Finance. The selection is made by the faculty committee of the Finance Department.

***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 concentrating in Marketing who has demonstrated a desire to provide service to the nonprofit community.

***Charles W. Lyons, S.J., Award***

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

***The Patrick A. O'Connell Finance Award***

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

***The Patrick A. O'Connell Marketing Award***

Founded by Patrick A. O'Connell for excellence in all courses studied in the 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 a senior in the Carroll School of Management who has been accepted to a recognized Law School. The student demonstrates a strong personal interest in the welfare of fellow students.

***The Rev. 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 outstanding in character and achievement.

***The Matthew J. Toomey Award***

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

***Outstanding Student in Business Analytics Award:***

Awarded to the senior who demonstrates excellence in all courses studied in the Business Analytics discipline.

***Dean's Letter of Commendation***

Awarded to a senior who is recognized for exemplary accomplishment in the Carroll School community.

**Connell School of Nursing*****The Alumni Award***

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

***The Marie S. Andrews Clinical Performance Award***

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

***The William F. Connell Award***

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

***The Susan Donelan Award***

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

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

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

***The Cathy Jean Malek Award***

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

***The Jean A. O'Neil Achievement Award***

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



*The Maureen A. Eldredge Award*

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

*Certificates of Recognition for Leadership*

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

*Certificates of Recognition for Volunteer Service*

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

## Morrissey College of Arts and Sciences

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

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

**Core**—A modern version of the traditional Jesuit *Ratio Studiorum*, the Core in the Morrissey College of Arts and Sciences provides an introductory exposure to the various disciplines that define a liberally educated individual in today's world as well as to the philosophical and theological ideas that help integrate these different areas of knowledge into a student's own intellectual perspective. All Morrissey College of 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 Morrissey 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 twelve focused courses) in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives. A list of majors is available at [www.bc.edu/majorslist](http://www.bc.edu/majorslist).

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

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

To ensure a coherent, well-developed program, students must meet with their faculty advisors 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

#### 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 higher) 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 complete 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 12 academic credits, 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 at least 18 credits (typically six, 3-credit courses). These must include one introductory-level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.
- Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor.

Minors are available in Arabic Studies, Art History, Biology, Chemistry, Chinese, Computer Science, Economics, English, Environmental Studies, Film Studies, French, Geological Sciences, German Studies, Hispanic Studies, History, 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 36 credits (ordinarily twelve courses), thirty of which must be in upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

### Interdisciplinary Minors

An interdisciplinary minor in the Morrissey College of Arts and Sciences must consist of at least 18 credits (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 Morrissey College of 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 (not both). In addition, at least 15 credits used for the minor cannot be used toward any other major or 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.

### *African and African Diaspora Studies*

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

#### Central Themes

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

**Globalization:** Globalization is as old as the trade in African slaves. Patterns of 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: the fight for human equality, the fight against racism, 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 3 or 4 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 minors' selected Central Theme, we suggest that their four additional courses reflect a particular thematic focus. Some possible themes are:

- Cities and Urban Life
- Economics of Inequality
- Gender and Sexuality
- Globalization and Development
- Intellectual and Philosophical Traditions
- Migration and Immigration
- Music and the Performing Arts
- Political Systems and Grassroots Protest
- Popular Culture and New Media
- Spirituality and Social Protest

Though suggested, these themes are not required; additionally, students may devise their own thematic focus, in consultation with the AADS Director or their AADS Adviser.

Contact the African and African Diaspora Studies Department at 617-552-3238 or visit their website at [www.bc.edu/aads](http://www.bc.edu/aads).

#### Core Offerings

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

### *American Studies*

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

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. During senior year each student must take the elective designated as the American Studies senior seminar. Also, ENGL2277 Introduction to American Studies is required for all students registering for the minor.

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](http://www.bc.edu/amstudies).

### **Ancient Civilization**

The minor in Ancient Civilization aims at providing students the opportunity to study, in a systematic way, aspects of the ancient Greek and Roman world without the requirement of learning the Latin or Greek languages. Students learn about the history, literature, art and culture of antiquity in courses that emphasize the study of primary texts in English translation. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of 18 credits chosen from two groups:

- 3 credits in Greek History or Civilization and 3 credits in Roman History or Civilization, drawn from the following list. These general courses, offered every other year, serve as a general overview of the field and an introduction to the minor.

CLAS1186 Greek Civilization  
 CLAS2205/HIST2201 Greek History  
 CLAS2262/ARTH2262 The City of Rome  
 CLAS2206/HIST2205 Roman History

- 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 Mark Thatcher of the Classical Studies Department, Stokes Hall 245S, 617-552-1807, or visit the Classical Studies website at [www.bc.edu/classics](http://www.bc.edu/classics).

### **Asian Studies**

The interdisciplinary minor in Asian Studies consists of 18 credits (six courses). The minimum requirements are:

- **One introductory course on Asia as a world region (3 credits)** from the following list (updated each year). These courses offer surveys of a large geographical region of Asia from a particular disciplinary vantage point.
  - ARTH2246 Architecture in East Asia
  - ARTH2274 Buddhist Arts of Asia
  - EALC2064 East Asian Literary Masterpieces
  - EALC2162 Gods and Heroes in Chinese Literature
  - HIST1005 Asia in the World I
  - HIST1006 Asia in the World II
  - MUSA2308 Musics of Asia
  - PHIL4468 Asian Philosophy
  - THEO3507/PHIL3503 Buddhist Philosophy and Psychology
- **Intermediate proficiency in an Asian language.** You may count 3 credits at the intermediate level toward the minor. Up to 6 additional credits may be taken beyond the intermediate level in place of electives. Students who test out of the language requirement may study a different language or take electives instead.

- Between **6 and 12 credits worth of electives from at least two different departments** to bring the number of credits counted toward the minor to 15 (in addition to the Introductory class and language courses). The following thematic clusters are meant as a guide.

Art and literature (Fine Arts, East Asian Literatures and Cultures, Music, English)  
 Contemporary Asia (History, Political Science, Sociology, Economics, International Studies, English)  
 History (History)  
 Religion and Philosophy (Philosophy, Theology)

- **One elective course (3 credits) designated as a senior capstone course.** These specially selected courses change every year but all feature interdisciplinary perspectives and are meant to bring Asian Studies seniors together to integrate what they have learned.

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

Students interested in the minor are encouraged to apply in their sophomore year. Students are free to take any combination of courses to satisfy the requirements for the minor. To register for the minor, as well as develop an individualized program of study, e-mail the Program Director Professor Franziska Seraphim ([seraphim@bc.edu](mailto:seraphim@bc.edu)).

For more information about the Asian Studies Program at BC, visit <https://www.bc.edu/bc-web/schools/mcas/sites/asian-studies.html>.

#### **Follow us on social media!**

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

### **Catholic Studies**

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

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

#### **Requirements:**

- Six approved 3-credit courses or a total of 18 credit hours:
- 18 credit hours selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Upon petition, electives and other courses may be counted for the minor if the major research paper course is completed on a Catholic topic.
- In many cases, electives and other required courses can be petitioned for inclusion in the Catholic Studies Interdisciplinary minor based on the Catholic content of the course.



- Students are strongly encouraged to take THEO1023 and THEO1024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and double-count THEO1024 as 3 of the required 18 credit hours to fulfill the minor.
- Depending upon enrollment numbers in the minor, a concluding 3-credit research seminar which will focus on texts dealing either with the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

Further information is available from the Co-Director, Professor Charles R. Gallagher, S.J., Department of History, Stokes Hall S353, 617-552-0726, or [www.bc.edu/schools/cas/catholic/minor.html](http://www.bc.edu/schools/cas/catholic/minor.html).

### *East European Studies*

The minor in East European Studies encompasses faculty and courses from across the University and spans the entire region east and southeast of western Europe, from central and eastern Europe to south-eastern Europe, Russia, Ukraine, Belarus, the Caucasus, and Siberia. The minor in East European Studies concentrates on the multilingual, multicultural, and multireligious legacy of Slavic and Eastern European nations and countries. Students who complete the minor will work toward proficiency in a Slavic and/or East European language related to the region and attain valuable knowledge, experience and professional skills. The Program prepares students for careers in diplomacy, journalism, law, military, business, government, and social service, as well as graduate academic or professional study.

Further information is available from the Director, Professor Maxim D. Shrayer, Slavic and Eastern Languages Department, Lyons 210, ([shrayerm@bc.edu](mailto:shrayerm@bc.edu)). Students may also consult the Program's website at [www.bc.edu/ees](http://www.bc.edu/ees).

### *Environmental Studies*

The Environmental Studies minor uses an interdisciplinary approach to understand 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 ENVS minor requirements include 4 credits of laboratory Environmental Systems science courses (EESC2201–EESC2208), a policy foundation course chosen from a short list of options, a senior seminar (ENVS4943), and at least 10 credits of electives offered from departments across the university. For further information or to register for this program, contact ENVS Program Director Tara Pisani Gareau, see the program website at [www.bc.edu/envstudies](http://www.bc.edu/envstudies), or stop by the program office in Devlin 213.

### *Faith, Peace, and Justice*

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

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

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

### *German Studies*

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

The interdisciplinary minor in German Studies consists of six upper division courses—GERM 2242 Germany Divided and Reunited (3 credits), two additional courses from the Department of German Studies (6 credits), and three courses from other departments (9 credits). All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Assistant Professor Daniel Bowles, Department of German Studies, Lyons 201F, 617-552-1594, [bowlesd@bc.edu](mailto:bowlesd@bc.edu), or consult the website at [www.bc.edu/schools/cas/german/english/programs/minorgs.html](http://www.bc.edu/schools/cas/german/english/programs/minorgs.html).

### *International Studies*

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses (18 credits) from at least three different academic departments, selected 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.

**Language Proficiency, IS Minor:** Students completing the IS minor, **regardless of school**, must demonstrate intermediate-level

proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

Students minoring in International Studies are encouraged to study abroad and to pursue advanced proficiency in a foreign language. The minor provides a solid foundation for careers in government, business, non-profit organizations, international institutions, or journalism, and is excellent preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at [www.bc.edu/isp](http://www.bc.edu/isp) or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Erik Owens, [erik.owens@bc.edu](mailto:erik.owens@bc.edu). Associate Director, Professor Hiroshi Nakazato, Carney Hall 247, [hiroshi.nakazato@bc.edu](mailto:hiroshi.nakazato@bc.edu), 617-552-4892 or the Assistant Director, Interdisciplinary Programs, Patricia McLaughlin, Gasson Hall 109, [mclauggp@bc.edu](mailto:mclauggp@bc.edu), 617-552-3272.

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

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

### *Irish Studies*

Founded in 1978, the Irish Studies Program provides an interdisciplinary approach to the study of Irish culture and society. Our faculty includes internationally recognized scholars whose influential publications and professional commitment distinguish them as leaders in the field of Irish Studies. Undergraduate and graduate courses alike address social and economic history, literature, art, film, music, and the Irish language. The Irish Studies program also offers extensive public programs including a comprehensive lecture, symposia, and renowned music series. Faculty routinely collaborate with the McMullen Museum to present groundbreaking exhibits and have developed public programming, as well as undergraduate and graduate seminars, to complement exhibits.

Students must successfully complete 18 credits in approved Irish Studies courses, which must be drawn from more than one discipline and designated as appropriate by the Irish Studies program advisor. Courses may not be “double counted” toward both a major and minor.

Please contact Irish Studies at 617-552-6396 to arrange curriculum planning assistance. A listing of Irish Studies-approved courses is posted on our website at <https://www.bc.edu/bc-web/schools/mcas/sites/irish.html>.

Students pursuing the minor are encouraged to take advantage of partnerships that the Irish Studies program and the Center for International Programs have forged 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. It is important to note that only two courses taken abroad in any given semester may be applied to the Irish Studies minor.

Contact: Joan Reilly, Assistant to the Center’s Executive Director, Ext. 2-6396.

### *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 [kathleen.bailey@bc.edu](mailto:kathleen.bailey@bc.edu), or Professor Ali Banuazizi, Political Science Department, McGuinn 513, 617-552-4124, or visit [www.bc.edu/ics](http://www.bc.edu/ics).

### *Jewish Studies*

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College’s efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the humanities and social sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the Morrissey College of Arts and Sciences, and a concluding seminar/Capstone course.

Although the minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of 6 credits in Hebrew language may be applied to the minor. Students may participate in Boston College’s study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the minor in Jewish Studies, contact the program co-director, Professor John Michalczyk, Devlin Hall 420, 617-552-3895 or [john.michalczyk@bc.edu](mailto:john.michalczyk@bc.edu), or contact the other program co-director, Professor Donald Fishman, Department of Communications, St. Mary’s Hall 454. Professor Fishman’s e-mail is [fishmand@bc.edu](mailto:fishmand@bc.edu). The Jewish Studies Program Office is located in St. Mary’s Hall 454.

### *Journalism*

The Journalism minor at Boston College is an interdisciplinary program that brings the liberal arts into direct, ongoing conversation with the wider contemporary world. Open to undergraduates from all across the university, the program is designed expressly as a minor in a liberal-arts setting, providing craft skills and a critical understanding of the history and traditions of journalism to students in all majors and schools.

The six-course minor includes a required Introduction to Journalism course, four electives, and a concluding capstone seminar. Course offerings reflect our shifting technological and media climate while continuing to develop bedrock reportorial and writing skills: identifying and acquiring reliable information; making analytical, ethical, and technical choices about how best to turn that information into news; presenting the news in useful, compelling ways. As the program continues to develop the possibilities of its Boston location, forging fresh links between the Boston

College campus and the city's international public culture, students will also have more and more opportunities to work with the city's deep roster of talented professional journalists, venture out to do original reporting, and intern at an array of media outlets. Interested students should contact program director, Associate Professor Angela Ards, Department of English, Stokes S443, 617-552-3712, [angela.ards@bc.edu](mailto:angela.ards@bc.edu).

### *Latin American Studies*

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

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

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

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

The Managing for Social Impact and the Public Good minor is sponsored by both the Carroll School of Management (CSOM) and the Morrissey College of Arts and Sciences (MCAS). It draws upon faculty and courses in both schools and is open to all undergraduates. It is the first interdisciplinary minor jointly sponsored by different schools within the university.

In an interconnected world, we are all stakeholders in how business is conducted. Billions of human lives and our planet's viability depend on whether leaders in the private and public sectors are guided by the principles of sustainability and social justice. The interdisciplinary minor integrates ethical, social, economic, environmental, and management perspectives in analyzing the role of business in society and the challenges of managing private and public institutions for the good of society, both domestic and global.

The minor is an 18 credit program with two required and four elective courses. The required courses are: Managing for Social Impact (ISYS3345 in CSOM), the introductory course to the program, and Leading for Social Impact (BSLW6001 in CSOM) the cumulative seminar course taken in spring of senior year.

Students will select their remaining four elective courses (for a minimum of 12 credits) from approved electives in MCAS, CSOM, and the Lynch School of Education (LSOE). Elective courses are grouped into the following Focus Areas:

#### **Digital Economy, Social Innovation and Citizenship**

Today's global digital economy, in which people, companies, markets, and even machines are constantly connected and communicating, enables innovative social solutions as well as opportunities for rapid growth and expansion of services. Such a setting also presents complex

challenges. Expectations about long-term employment, economic security, and personal privacy are shifting with the rise of billion-dollar global firms based on freelance jobs, global social networks, digital media, and data mining. The rights and responsibilities of citizenship, both personal and corporate, are open to debate and radical revision, as are the form of the corporation and the appropriate roles of the public and private sectors in addressing urgent social issues. This focus area prompts students to consider the social impacts of the digital economy on citizenship, equality, personal values, work, privacy, and public policy.

#### **Economic Development, Equality and Enterprise**

Citizens of wealthier nations and communities, as well as managers of multinational corporations and local enterprise, need to examine the degree to which their well-being and profitability may rely on the exploitation of natural resources and fellow human beings. Such judgments are difficult without the skills of ethical reflection, social/political/historical/economic analysis combined with research, discussion, and evaluation. This focus area challenges students to move beyond their taken-for-granted assumptions common to life in an economically developed society and to consider models of economic development and enterprise management that provide not only greater material well-being, but also more equity and empowerment for individuals and groups in domestic and international settings who are disadvantaged at present.

#### **Environmental and Economic Sustainability**

With more than 13,000 signatories committed to the principles of a sustainable and inclusive global economy, the UN Global Compact is the world's largest corporate sustainability initiative. Its mission recognizes the significant challenges facing nations, corporations, and communities in the twenty-first century. It is vital that culturally and economically diverse populations come to terms with the pressing need to organize environmentally sustainable economies at the local community level as well as for the benefit of the entire planet. Sustainable enterprise and economic development requires managers in the private and public sector to balance the needs of their diverse stakeholders in an ethically informed manner. This focus area will enable students to analyze the difficult questions of social, ethical, and environmental sustainability and development from multiple disciplines in the sciences, humanities, social sciences, and management.

#### **Medical Humanities, Health, and Culture**

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

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



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

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

Students interested in learning more or in registering for the minor should contact the Director, Amy Boesky, in Stokes 437 South or e-mail [boesky@bc.edu](mailto:boesky@bc.edu) to set up an appointment.

### *Psychoanalytic Studies*

The “unconscious” dimension of human experience is discernible 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, representing a minimum of three departments within the Morrissey College of Arts and Sciences. PHIL4429 (Freud and Philosophy) is a required course for the minor; it may be taken at any point during the student’s undergraduate program.

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department, [rubble@bc.edu](mailto:rubble@bc.edu), or visit the program website at [www.bc.edu/schools/cas/psychoan/minor.html](http://www.bc.edu/schools/cas/psychoan/minor.html).

### *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 positions in American society and across a diversity of nation-state, international, and global contexts. Drawing from a broad range of theoretical frameworks and empirical scholarship, Women’s and Gender Studies analyzes the intersection of gender with differential identity factors such as race, class, religion, culture, and sexuality. Women’s and Gender Studies sheds light on the construction and maintenance of gender ideologies in different environments and locations, and considers gender relations a primary factor in our understanding of women’s and men’s statuses and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of women’s lived realities, representations, histories, oppressions, coalitions and movements.

The Women’s and Gender Studies Program offers an interdisciplinary minor that consists of two required courses, Introduction to Feminisms ENGL2125/HIST2502/SOCY2225/COMM2225 and Advanced Topics in Women’s Studies SOCY5593 or COMM4941, plus four additional elective courses, drawn from a broad selection of courses across disciplines.

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

## SIX-YEAR BACHELOR AND LAW DEGREE PROGRAM

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

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

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

## FIFTH YEAR B.A./M.A.

The Morrissey College of Arts and Sciences—Graduate School offers 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 the Morrissey College 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 6 credits that may also be applied to the 120 credits required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master’s degree will be conferred upon completion of degree requirements specified by the department.

## ACCELERATED BACHELOR OF ARTS—MASTER OF SOCIAL WORK PROGRAM

The Morrissey College of Arts and Sciences and the Boston College School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Boston College 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 School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree, SCWK6600 Introduction to Social Work, which is cross-listed with the Departments of Psychology and Sociology in the Morrissey College of Arts and Sciences.



### MINORS IN THE LYNCH SCHOOL OF EDUCATION FOR MORRISSEY COLLEGE OF ARTS AND SCIENCES STUDENTS

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the Morrissey College of Arts and Sciences and have completed at least 96 credits in the Morrissey College of Arts and Sciences.

There are five minors offered to non-Lynch School of Education students: Applied Psychology and Human Development, Foundation in Education, Inclusive Education, Leadership in Higher Education and Community Settings, and Secondary Education.

The minor in Secondary Education is open to Morrissey College of Arts and Sciences students in specific majors. See the Lynch School of Education section for more information.

### MINORS IN THE CARROLL SCHOOL OF MANAGEMENT FOR MORRISSEY COLLEGE OF ARTS AND SCIENCES STUDENTS

Morrissey College of Arts and Sciences students completing minors in the Carroll School of Management must fulfill all major, Core, and elective requirements in the Morrissey College of Arts and Sciences and have completed at least 96 credits in the Morrissey College of Arts and Sciences.

There are six minors offered to non-management students: Accounting for CPAs, Accounting for Finance and Consulting, Finance, Management and Leadership, Managing for Social Impact and the Public Good, and, Marketing. Interested students should visit [www.bc.edu/csom-minors](http://www.bc.edu/csom-minors) for more information.

### 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 Morrissey College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section. All Morrissey College of Arts and Sciences students must complete the University Core requirements in Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, and Writing, as well as the Language Proficiency requirement (visit the University Policies and Procedures chapter of this catalog).

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than 7 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, with the exception of students on probation, is considered to be in good standing.

Failure to maintain good standing either through a low cumulative average, or by incurring deficiencies including failures, withdrawals, incompletes or unapproved underloads, will result in the student being placed on probation, or being required to withdraw, as the Dean shall determine.

During a probationary semester a student must successfully complete at least 12 credits in graded Morrissey College of Arts and Sciences courses and achieve a GPA of 2.0 for those 12 credits. A probationary semester is not considered a full-time semester with respect to the minimum number of regular full-time semesters required for graduation. Consequently, the student's graduation date will be delayed by at least one semester. Students who make up credits by preapproved summer study and satisfy all other requirements may be able to regain their original graduation date. (International students should consult their dean regarding visa requirements as they affect probation.) Probation will not be extended to a second consecutive semester nor may a student have more than two probationary semesters in total. A student who fails to meet the conditions of probation will be withdrawn from the Morrissey College of Arts and Sciences.

#### Acceleration

Students in the Morrissey College of Arts and Sciences who are able to complete all requirements for the degree in less than eight full time semesters may appeal to graduate after seven semesters of full time study if the following conditions are met:

- The student has completed a sixth semester of full-time study at Boston College and will complete all requirements in the seventh semester.
- The student successfully completes at least 12 credits in the seventh semester. (Students approved for acceleration but failing to meet this condition must complete an eighth full-time semester at Boston College.)
- All courses used for acceleration must be taken at Boston College or through the Office of International Programs or the Consortium.
- The student is not an external transfer student nor has elected to take advanced standing.

#### Procedure of Appeal

Students with questions of interpretation or petitions for exception from the Morrissey College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to the Associate Deans.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question, the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal

appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and Chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

## African and African Diaspora Studies

### Faculty

- M. Shawn Copeland**, *Professor, Theology and African and African Diaspora Studies*; B.A., Madonna College; Ph.D., Boston College
- Rhonda Frederick**, *Associate Professor, English and African and African Diaspora Studies*; B.A., M.A., Ph.D., University of Pennsylvania
- Régine Michelle Jean-Charles**, *Associate Professor, Romance Languages and Literatures and African and African Diaspora Studies*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University
- C. Shawn McGuffey**, *Associate Professor, Sociology and African and African Diaspora Studies*; B.A., Transylvania University; Ph.D., University of Massachusetts at Amherst
- Martin Summers**, *Associate Professor, History and African and African Diaspora Studies; Director*; B.A., Hampton University; Ph.D., Rutgers University
- Amey Victoria Adkins**, *Assistant Professor, Theology and African and African Diaspora Studies*; B.A., University of Virginia; M.Div., Ph.D., Duke University
- Allison Curseen**, *Assistant Professor, English and African and African Diaspora Studies*; B.A., Oberlin College; M.F.A., American University; Ph.D., Duke University
- Kyrah Malika Daniels**, *Assistant Professor, Art History and African and African Diaspora Studies*; B.A. Stanford University; M.A., Ph.D., Harvard University
- Jonathan Howard**, *Assistant Professor, English and African and African Diaspora Studies*; B.A., University of Pennsylvania; M.A., Ph.D., Duke University
- Anjali Vats**, *Assistant Professor, Communication and African and African Diaspora Studies*; B.A., B.S., Michigan State University; J.D., Emory University Law School; LL.M., University of Washington School of Law; Ph.D., University of Washington

### Contacts

- Director: Martin Summers, 617-552-3814
- Assistant Director: Richard Paul, 617-552-4938
- [www.bc.edu/aads](http://www.bc.edu/aads)

### Undergraduate Program Description

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

### Central Themes

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

### Globalization

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

### Intersectionality

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

### Social Justice

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

### Minor Requirements—18 Credits (or More)

Required Courses:

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

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

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

- Cities and Urban Life
- Economics of Inequality
- Gender and Sexuality
- Globalization and Development
- Intellectual and Philosophical Traditions
- Migration and Immigration
- Music and the Performing Arts
- Political Systems and Grassroots Protest
- Popular Culture and New Media
- Spirituality and Social Protest

Though suggested, these themes are not required; additionally, students may devise their own thematic focus, in consultation with the AADS Director or their AADS Advisor.

Contact us at 617-552-3238 or visit our website at [www.bc.edu/aads](http://www.bc.edu/aads).

### Core Offerings

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

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### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**AADS1110 Introduction to African Diaspora Studies (Fall: 3)**  
**Satisfies Cultural Diversity and Social Science Core Requirements**  
**Offered Annually**

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.

*Rhonda Frederick*

**AADS1104 African American History I (Fall: 3)**  
**Cross listed with HIST2481**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered Periodically**

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

*Karen Miller*

**AADS1105 African American History II (Spring: 3)**  
**Cross listed with HIST2482**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered 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, and civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller*

**AADS1114 When Gods Begin Again: Intro to African and African Diaspora Religions (Fall/Spring: 3)**  
**Cross listed with THEO2114**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered Periodically**

This introductory course examines African Christianity, Islam, and indigenous religions, as well as African Diaspora religions of Haitian Vodou, Cuban Santería, and Black American conjure/roots work. Employing a comparative religion approach, we explore Black Atlantic religious themes such as: God(s) and ancestor veneration, divination and sacred space, initiation and sacred arts, healing and the environment, gender and power, the impact of slavery on conversion/continuity, migration and diaspora. Ultimately, this course encourages students to

reevaluate their understanding of Africana religions, recognize diverse cultural philosophies and ritual knowledge systems, and engage with written and visual materials that underscore the values of these traditions.

*Kyrab Daniels*

**AADS1137 Managing Diversity (Fall: 3)**  
**Prerequisites:** MGMT1021, MGMT1031, or permission of instructor  
**Cross listed with MGMT2137**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered Annually**

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*

**AADS1501 From #BlackLivesMatter to #MeToo: Violence and Representation in the African Diaspora (Fall: 6)**  
**Cross listed with SOCY1511**  
**Satisfies Literature, Social Science Core Requirement**  
**Offered Periodically**

**Core Renewal: Complex Problems. For freshmen only.**

This course explores pressing problems of modern race and gender-based sexual violence in the U.S. and throughout the African Diaspora. Utilizing interdisciplinary perspectives in both the humanities and social sciences, we will examine the roots of sexual violence, the ways in which it has been expressed, the meanings attached to it, and its implications for society from an intersectional perspective. Students will: (1) examine the wide-ranging ramifications of racism on rape culture; (2) formulate solutions for intervening in and eradicating rape culture; and (3) summarize their imaginations to envision a world without sexual violence.

*Regine Jean-Charles*

*Clifton McGuffey*

**AADS2201 Versions in Black: Genres of Black Women's Writing (Fall: 3)**  
**Cross listed with ENGL2201**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered Annually**

The phrase "Black Women's Writing" implies that such literature is homogeneous and can be neatly represented. Our course constitutes itself against this idea: rather than experiencing writing by black women as an easily definable "type," this class presents it as diverse, complicated, and contradictory. By so reading, discussing, and writing about these works, students will be encouraged to examine and reexamine notions of race, gender, and history. Significantly, we will "de-construct" "Black Women's Writing" by examining the various genres these writers use to express their imaginings, specifically: fantasy, mystery, and experimental novels; drama; poetry; and autobiography.

*Rhonda Frederick*

**AADS2182 Black Popular Culture (Fall/Spring: 3)**  
**Cross listed with COMM2182**  
**Offered Annually**  
**Satisfies one of three electives courses required within the Communication major**

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. Course evaluation will be based on regular quizzes, two short papers, and a creative project.

*Anjali Vats*

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

Cross listed with SOCY2254, UNAS2254

Satisfies Cultural Diversity Core Requirement

Offered Annually

Students should contact the Thea Bowman AHANA and Intercultural Center to obtain permission to register.

CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with communities of color in Massachusetts. In the fall, students will participate in a seminar to study the process of community-based research and its methodologies and begin to design a research proposal for an independent study with a faculty advisor for the spring semester research project. The seminar will also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to four research-interest communities.

*Deborah Piatelli*

**AADS2249 Advanced Community Service Research Seminar II**

(Spring: 1)

Cross listed with SOCY2255, UNAS2255

Offered Periodically

CRP is a two-semester program (AADS2248 and AADS2249) offering leadership, research, and public policy training for students interested in working with Latino, Asian American, and/or African Diaspora communities. In the fall, students in AADS2248 learn the process of community-based research and its methodologies and begin to design a proposal for an independent study for spring. In spring, students sign up for AADS2249 in conjunction with Readings and Research to conduct their projects. The spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

*Deborah Piatelli*

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

Cross listed with MUSP1770

Offered Annually

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

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for AADS2266 (MUSA2331) and AADS2285 (MUSA2332). 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*

**AADS2300 The Walking Dead (Fall: 3)**

Cross listed with THEO2300

Offered Periodically

What happens when we die? Historically, the conditions of death in America have never been equal or just for all, but do visions of an after-life resolve the inequities of lived experience? With Orlando Patterson's pronouncement of the black slave and social death in mind, this course examines the way a theological vision of "the damned" informs everything from racialized injustice and incarceration, to sovereignty and Zombie anxiety in the American conscience. Bringing together philosophy, theology, and critical race theory, we will consider how constructions of death, memory, eternity, and the Other speak to the ethics of a life "well-lived."

*Ameiy Adkins*

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

Cross listed with MUSA2306

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Cross-cultural course within the major/minor. The ability to read Western European music notation is not required.

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

*Sharon Kivenko*

**AADS2330 History of Jazz (Fall: 3)**

Cross listed with MUSA2330

Offered Biennially

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots; its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age; its transformation into bebop, cool, third stream, funk, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

*The Department*

**AADS2334 Hip Hop in American Culture (Spring: 3)**

Cross listed with MUSA2334

Offered Periodically

This course is an historical and ethnomusicological review of hip hop. We will examine the roots of hip hop in African expressive culture, the emergence of the hip hop genre in the United States, and hip hop's impact in other places around the globe. The course requires active listening, readings, and use of multimedia.

*Timothy Mangin*

**AADS2350 Blackness and the Problem (Fall/Spring: 3)**

Cross listed with ENGL2350

Offered Periodically

In *The Souls of Black Folk*, W.E.B. Du Bois famously observes that to be black is to serially confront a question: "How does it feel to be a problem?" This course undertakes a survey of African American literature as an ongoing mediation on the "problem" of being black, from the advent of racial slavery through to its contemporary afterlives. Reading broadly across a black literary tradition spanning four centuries and multiple genres, we will consider how black writers represent



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the “problem” of being black not merely as an unwelcome condition to be overcome, but an ethical orientation to be embraced in refusal of an anti-black world that is itself a problem.

*Jonathan Howard*

**AADS2442 African Politics (Spring: 3)**

**Cross listed with POLI2442**

**Offered Periodically**

This course provides an introduction to contemporary African politics. The course engages important debates related to the state, economic development, democracy, natural resources, political institutions, identity politics, and conflict. We will examine this dynamic and diverse region from a comparative perspective, focusing on both comparison of states within Africa and between Africa and the rest of the world.

*Lauren Honig*

**AADS2482 Introduction to African American Literature**

**(Fall/Spring: 3)**

**Cross listed with ENGL2482**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course surveys African American literature from its early-American beginnings to its present. While different semesters may organize around different motifs, the course endeavors to introduce students to major periods (e.g., The Harlem Renaissance); key players (e.g., W.E.B. Du Bois); and recurring tropes (e.g., the trickster), conventions (e.g., call-and-response), and themes (e.g., movement-and-constraint) in Black literature. Examining both a range of literary genres and a range of artistic, political, and popular texts, the course emphasizes African American literature as interdisciplinary and inseparable from the history and culture of both a dynamic black diaspora and a diverse and complicated America.

*Allison Curseen*

*Jonathan Howard*

**AADS3002 Black Nature: Race and Ecology (Fall: 3)**

**Cross listed with ENGL4017**

**Offered Periodically**

With a history that includes being drowned in the ocean during the trans-Atlantic slave trade or strung from trees in the American South, African Americans are entangled in nature in incredibly complex and precarious ways. This course is an opportunity to explore African American literary engagements with the natural world, through our readings of slave narratives, fiction, and poetry. Together we will ask: What stories do we tell about nature? How are the stories we are able to tell about nature informed by race? And how do these stories shape our understanding of what it means to be human?

*Jonathan Howard*

**AADS3015 Just Playin’: Artifice and Performance in Black America (Spring: 3)**

**Cross listed with ENGL3015**

**Offered Periodically**

From Henry Brown’s cargo-box dramatics to Ellen Craft’s incredible performance as a feeble white man to Brer Rabbit’s feigned fear of the briar patch, artifice and performance emerge in the literature, art, and everyday life of black people not just as useless pleasure but as necessary means for fugitive flight. This course traces a diversity of black acts across literary, visual, and performative texts. In addition to considering their

political contexts and stakes, we will examine what these black plays reveal about the peculiarly American relationships between performance and life; escapism and escape; fancy and flight; and fugitivity and freedom.

*Allison Curseen*

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

**Offered Periodically**

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

*Juan Concepcion*

**AADS4190 Decolonization and the Cold War in Africa (Spring: 3)**

*Prerequisites:* History Core, Parts I and II

**Cross listed with HIST4190**

**Offered Periodically**

**Fulfills Non-Western Requirement for History majors**

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

*Priya Lal*

**AADS4472 Race, Law, and Media (Fall/Spring: 3)**

**Cross listed with COMM4472**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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

*Anjali Vats*

**AADS4483 African American Life Stories (Fall: 3)**

*Prerequisites:* History Core, Parts I and II

**Cross listed with HIST4483**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments

shaped individual perspectives of personal and racial identity and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

**AADS5509 Black Theology (Spring: 3)**

**Cross listed with THEO3510**

**Offered Periodically**

Interrogates some of the ways in which biblical teaching and religious doctrine interact with race, simultaneously to impede and to facilitate cultural, social, and existential liberation.

*M. Shawn Copeland*

**AADS5513 Capstone: Growing Up Ethnic in America (Spring: 3)**

**Cross listed with UNCP5514**

**Offered Annually**

In this seminar students will read writing that depicts a variety of experiences but suggests that what constitutes an American identity is far from settled. Ethnic difference has a profound effect on personal and social understandings of what it means to be an American. As we discuss the literature, students will be expected to share their own personal narratives of growing up—stories of race, ethnicity, class, gender, faith, and nationality—and what it means to be American. Some of the writers we will read include: Jhumpa Lahiri, Amy Tan, Louise Erdrich, Chang Rae-Lee, Sherman Alexie, Sandra Cisneros, Junot Diaz, Edwidge Danticat, Mat Johnson, and Ta-Nehisi Coates.

*Akua Sarr*

**AADS5597 Contemporary Race Theory (Fall/Spring: 3)**

**Cross listed with SOCY5597**

**Offered Periodically**

**To get sociology credit for the major or minor, you must register for SOCY5597 rather than the 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*

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

*Prerequisites:* AADS1110. With permission of the Department.

**Offered Annually**

This course explores the discourses of diaspora by taking into account the origins, various meanings, multiple dimensions, cultural iterations, and restrictive limitations of the term. How does “the practice of diaspora” translate in different forms of cultural work such as music, film and literature? How has diaspora shifted in the age of globalization? How can we use diaspora as an analytical tool for reading from a critical perspective? We will consider closely how diaspora is theorized, practiced, and represented in various forms of cultural production. Therefore we will be taking an interdisciplinary approach reading across genre, medium, and disciplines.

*Karen Miller*

**Art, Art History, and Film**

**Faculty**

**Sheila S. Blair**, *Norma Jean Calderwood Professor Emerita of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

**Richard Blake, S.J.**, *Professor Emeritus*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

**Jonathan Bloom**, *Norma Jean Calderwood Professor Emeritus of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

**Jeffery W. Howe**, *Professor Emeritus*; A.B., Carleton College; Ph.D., Northwestern University

**Josephine von Henneberg**, *Professor Emerita*; Doctor in Letters, University of Rome

**Jeffery W. Howe**, *Professor Emeritus*; A.B., Carleton College; Ph.D., Northwestern University

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., Institute of Fine Arts, New York 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

**John Michalczyk**, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**Nancy D. Netzer**, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**Stephanie Leone**, *Associate Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

**Hartmut Austen**, *Assistant Professor; Meisterschüler (M.F.A. equivalent)*, Hochschule der Künste, Berlin, Absolventenprüfung (B.F.A. equivalent), Hochschule der Künste, Berlin

**Aurelia Campbell**, *Assistant Professor*; B.A., Pitzer College; M.A., Ph.D., University of Pennsylvania

**Kyrah Daniels**, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., Harvard University

**Michael W. Mulhern**, *Professor Emeritus of the Practice*; B.F.A., University of Dayton; M.F.A., Columbia University

**Andrew Tavarelli**, *Professor Emeritus of the Practice*; B.A., Queens College

**Mark Cooper**, *Professor of the Practice*; B.S., Indiana University; M.F.A., Tufts University

**Sheila Gallagher**, *Associate Professor of the Practice*; B.A., Connecticut College; M.F.A., Tufts University

**Karl Baden**, *Assistant Professor of the Practice*; B.F.A., Syracuse University; M.F.A., University of Illinois at Chicago

**Alston Conley**, *Assistant Professor of the Practice*; B.F.A., Tufts University

**Contacts**

- Administrative Assistant: Joanne Elliott, 617-552-4295, joanne.elliott@bc.edu
- www.bc.edu/artdept

**Undergraduate Program Description**

The department offers three majors: Art History, Film Studies, and Studio Art. Minors are offered in each area as well. Internships are available in local museums and galleries. For details, inquire at the Art, Art History, and Film 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.

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As a humanistic discipline, the history of art closely relates the analysis of visual culture to other modes of intellectual inquiry; accordingly, art history students and faculty frequently participate in interdisciplinary programs across the University.

Contributing to the broad foundation that constitutes a liberal arts education, departmental courses prepare students for graduate work leading to professional careers in the arts, including teaching and research, art criticism, museum curatorship, art conservation, museum directorship, and art appraising. They also prepare the student to hold positions in commercial galleries and auction houses.

The skill sets developed in art historical studies, however, do not apply exclusively to the analysis of works of art. The ability to evaluate material evidence, to study the cultural contexts in which it was discovered, to assess critically the various interpretations works of art have elicited, and to fashion clear and persuasive arguments in kind are valuable in any program of study or professional situation. In a world increasingly dominated by images, visual literacy is as indispensable to navigating one's everyday environment as it is to analyzing products of high culture.

To tailor departmental offerings to suit their specific needs, students majoring in art history plan integrated programs in consultation with their faculty advisors and are encouraged to take courses in history, philosophy, theology, and other fields related to their specialization. For those contemplating graduate study in art history, it is highly recommended that language courses in French and German be taken as early as possible.

For the Art History major, a minimum of eleven courses for 33 credits must be earned in the following way:

- ARTH1101–ARTH1102 Introduction to Art History (6 credits)
- ARTH1103 or ARTH1104 Art History Workshop or ARTH1130, Intersection of Science and Painting or any ARTS course (3 credits)

These three courses should normally be completed by the end of the sophomore year.

- Eight additional courses: *at least* three must have ARTH numbers at or above the 3000 level, at least one at the ARTH4000 level (in addition to ARTH4401), and *no more* than three at the ARTH2000 level. At least one course must be chosen from each of the following periods:

Ancient Art  
Medieval Art  
Renaissance through Eighteenth Century Art  
Nineteenth and Twentieth Century Art  
Non-Western Art

ARTH4401 Seminar in Art Historical Research (3 credits), is required and must be taken during the junior or senior year. This course is counted as one of the required 11 courses discussed above and counts as one of the two required at the 4000 level. Please note: This course is offered only in the fall semester of each year.

Students having earned a score of five on the AP exam may have the option of waiving the ARTH1101 and ARTH1102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four on the AP exam may waive either ARTH1101 or ARTH1102, but not both.

Students interested in majoring in Art History should contact Professor Craig, Art History major Coordinator, Devlin 424, 617-552-3153, kenneth.craig@bc.edu.

### *Art History Major: Non-Western Track*

The Art, Art History, and Film department also offers students the option of choosing a non-Western track for the major. The requirements are identical to the Western track (see above) in terms of the number and level of courses, except for these distribution requirements:

- Two courses must be in the area of Islamic art
- Two courses in the area of East Asian art
- At least one course in another non-Western field, such as African, Pre-Columbian, or ancient Near Eastern art.

Those students choosing this option are encouraged to select Aurelia Campbell or Kyrrah Daniels as their advisor.

### **Major Requirements: Film Studies**

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory, and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing; and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

For more information, contact John Michalczyk, Director, Film Studies major Coordinator, Devlin Hall 420, 617-552-3895, john.michalczyk@bc.edu.

For the major in Film Studies there is a requirement of twelve courses, eight of which must be at the 2000 level or above:

- FILM2202 Introduction to Film Art
- At least two courses in American Film History:
  - FILM2280 Early Years
  - FILM2281 Studio Era
  - FILM2292 Post-Classical Period
  - FILM3389 American Directors Series
  - FILM3393 Hollywood's Golden Age
- At least two production courses:
  - FILM1161 Photography I
  - FILM2261 Photography II
  - FILM1171 Filmmaking I
  - FILM2273 Filmmaking II
  - FILM2274 Digital Non-Linear Editing
  - FILM2276 Art and Digital Technology
- Six electives, at least two at the 3000 or 4000 level:
  - FILM2277 Russian Cinema
  - FILM2282 Political Fiction Cinema
  - FILM2283 History of European Film
  - FILM2284 Eastern European Film
  - FILM3391 American Film Genres

- FILM3301 Screenwriting
- FILM3312 World Cinema
- FILM3380 Latin American Cinema
- FILM3381 Propaganda Film
- FILM3382 Documentary Film
- FILM4482 Film Criticism and Theory  
Senior year:
- FILM4400+ Senior Project

#### Major Requirements: Studio Art

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the university curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as design, art criticism, teaching, conservation, art therapy, publishing, exhibition design, and advertising. The major has a track for Morrissey College of Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

The Studio Art major provides students with an opportunity to develop the techniques, visual sensibility, and historical understanding necessary for working with various materials. An exploration of the meanings and ideas generated by the things we make and an awareness of the process of making are essential parts of the program.

An integral part of the Studio Art major's undergraduate education is the senior project. Focused in their area of concentration, senior projects are exhibited on campus at the end of the academic year.

Students intending to major in Studio Art are encouraged to begin the major in their freshman year; the major must be declared before the beginning of a student's junior year. Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

For more information, contact Professor Sheila Gallagher, Studio Art major Coordinator, Devlin Hall 401B, 617-552-0482, sheila.gallagher@bc.edu.

Majors are required to take a minimum of twelve courses for a total of 36 credits, to be distributed as indicated below:

- Required introductory course for all majors:
- ARTS1103 Issues and Approaches to Studio Art
- Two of the following for a total of 6 credits (In consultation with an advisor, one of these classes should set the direction and future course choices of the major.):
- ARTS1101 Drawing I
- ARTS1102 Painting I
- ARTS1141 Ceramics I
- ARTS1150 Painting Plus Collage
- ARTS1161 Photography I
- One of the following:
- ARTH3356 Art Since 1945
- ARTS2211 Hot Off the Shelf
- Six additional studio art courses:
- (for a total of 18 credits) at the 2000 level or above, of which three courses (9 credits) must be at the 3000 level
- Required courses for all senior majors:
- ARTS4498 Senior Project I
- ARTS4473 Senior Project II
- Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

In addition to the required courses, the following courses are recommended:

- ARTH1101 Art: Prehistoric to Middle Ages
- ARTH1102 Art: Renaissance to Modern
- ARTH1109 Clues to Seeing
- ARTH2257 Nineteenth-Century Art
- ARTH2258 Modern Art: Nineteenth-Twentieth Century
- ARTH3356 Art Since 1945

Summer travel and summer courses are recommended for enrichment. Students should consult with a departmental advisor about these opportunities.

Additional stipulations for the Studio major:

No more than two independent studies in the field of concentration.

No more than two courses taken during the junior year abroad or at another institution may count toward the major. Transfer students should work out credits with the department major advisor.

Courses to be counted in the major must be taken for a grade (no pass/fail grades).

#### Art History Minor

The minor in Art History will provide the student with an introduction to the art of the Western and non-Western cultures. In addition to the two introductory courses (ARTH1101 and ARTH1102), the student will have a choice of two 2000-level courses and at least two 3000-level courses for a total of four upper-level classes covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper. Students interested in declaring a minor can contact Professor Stephanie Leone, Art History minor Coordinator, Devlin Hall 422, 617-552-6459, stephanie.leone@bc.edu.

#### Film Studies Minor

The Film Studies minor enables students to develop a basic awareness of film as a contemporary medium of communication. The minor consists of the Introduction to Film Art, one course in history or criticism, one course in production, and three electives in Film Studies which enable a student to design a personalized area of concentration.

Requirements normally include FILM2202 Introduction to Film Art, then one production course, and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as filmmaking, digital editing, scriptwriting, photography, history of film, or film criticism.

Students interested in the Film Studies minor may contact the Director, Professor John Michalczyk, Film Studies minor Coordinator, Devlin Hall, 420, 617-552-3895, john.michalczyk@bc.edu.

#### Studio Art Minor

The minor in Studio Art offers students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. There are features of the minor program that resemble, in an abbreviated way, aspects of our majors studio program which we have found to be successful. The required Advanced Studio Seminar class, for example, will function analogously to our Senior Project. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. The course structure aims at having the individual student develop the artistic techniques and conceptual visual sensibility necessary for working as an artist today. It should be noted students will not be permitted to begin



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the Studio minor after their junior year. Students who are interested in declaring a minor can contact Professor Alston Conley, Studio Art minor Coordinator, Devlin Hall 432, [alston.conley@bc.edu](mailto:alston.conley@bc.edu).

### Information for First Year Majors

First Year Art History majors should take ARTH1101 Art from Prehistoric Times to the High Middle Ages with ARTH1103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from ARTS1101, ARTS1102, or ARTS1161 and one art history course from ARTH1102, ARTH2257, ARTH2258, or ARTH2285. First year Film Studies majors should take FILM2202 Introduction to Film, a required foundation course to ground the student in film language, history, and criticism.

### Information for Study Abroad

The Boston College Art, Art History, and Film Department offers study abroad options for Art History, Film Studies, and Studio Art majors. The department assists students with their options under close supervision, as well as providing encouragement.

The Art, Art History, and Film Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time, it cautions students to consider their growth and development in their specific major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

The Art History department advisor is Kenneth Craig, Devlin Hall 424, 617-552-3153, [kenneth.craig@bc.edu](mailto:kenneth.craig@bc.edu). The Film Studies department advisor is John Michalczyk, Devlin Hall 434, 617-552-3895, [john.michalczyk@bc.edu](mailto:john.michalczyk@bc.edu). The Studio Art department advisor is Alston Conley, Devlin 432, 617-552-2237, [alston.conley@bc.edu](mailto:alston.conley@bc.edu).

## Art History

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ARTH1101 Art: Prehistoric to Middle Ages (Fall: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

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.

*Kenneth Craig*

#### ARTH1102 Art: Renaissance to Modern Times (Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

This is the fundamental course for understanding the visual arts: painting, sculpture, and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures per week. Assignments will include museum visits and study of significant works of art in Greater Boston.

*Stephanie Leone*

#### ARTH1103 Art History Workshop I (Fall: 3)

Offered Annually

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)

Offered Annually

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 Fine Arts Core Requirement

Offered Annually

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 Fine Arts Core Requirement

Offered Annually

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

Offered Annually

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*

**ARTH1701 Living on the Water: Venetian Art, Architecture, and the Environment (Fall: 3)***Corequisite:* EESC1702.**Satisfies Fine Arts Core Requirement****Offered Periodically****Core Renewal Course: Enduring Questions**

Why do humans build cities on the water? How does the environment affect the creation and development of cities? How do humans shape cities in intentional and inadvertent ways? The long and illustrious history of Venice provides a case study for probing these enduring questions. Students use methods of art and architectural history to examine how Venetians constructed the city in space and over time, how its coastal position influenced art and architecture, how Venetians expressed individual and collective identity through the built and natural environment, and what issues threaten the city today.

*Stephanie Leone***ARTH2206 Art and Myth in Ancient Greece (Spring: 3)****Cross listed with CLAS2208****Satisfies Fine Arts Core Requirement****Offered Annually**

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman***ARTH2213 Introduction to Islamic Art and Architecture****(Fall/Spring: 3)****Satisfies Cultural Diversity and Fine Arts Core Requirements****Offered Annually**

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 Fine Arts Core Requirement****Offered Annually**

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 Fine Arts Core Requirement****Offered Annually**

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***ARTH2224 Art and Patronage in Renaissance and Baroque Rome****(Fall: 3)****Satisfies Fine Arts Core Requirement****Offered Annually***The Department***ARTH2232 Northern Renaissance Art (Spring: 3)****Offered Annually**

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***ARTH2245 Japanese Visual Culture (Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Annually**

This course surveys the visual and material cultures of Japan from Neolithic to present times. Our subject matters include ancient pottery, Buddhist temples, tea culture, Edo 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 Japanese art history through an in-depth research project.

*Aurelia Campbell***ARTH2251 Modern Architecture (Spring: 3)****Satisfies Fine Arts Core Requirement****Offered Annually**

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

*Katherine Nabum***ARTH2256 Impressionism and Neo-Impressionism (Spring: 3)****Offered Annually**

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political, and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.

*Katherine Nabum*

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### **ARTH2257 Nineteenth Century Art (Spring: 3)**

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

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 Fine Arts Core Requirement**

**Offered Annually**

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 Fine Arts Core Requirement**

**Offered Annually**

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*

### **ARTH2274 Buddhist Arts of Asia (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

In the early centuries A.D., Buddhism spread eastward from its origins in India across Central Asia to China, Korea, and Japan. As it spread, it profoundly impacted the visual cultures of these regions. Students in this course will be introduced to the major styles and types of Buddhist art and architecture, as well as to the fundamental role it played in religious practice. Topics to be explored include the origins of the anthropomorphic Buddha image, pictorial narratives of the Buddha's life, the sacred architecture of mandalas, and visual representations of hells and paradises. Students will also deepen their knowledge about one aspect of Buddhist art or architecture through an in-depth research project on a well-conceived topic.

*Aurelia Campbell*

### **ARTH2280 Masterpieces of Islamic Art (Spring: 3)**

**Satisfies Cultural Diversity and Fine Arts Core Requirements**

**Offered Periodically**

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft, and visual contexts.

*Sheila Blair*

### **ARTH2285 History of Photography (Fall: 3)**

**Offered Annually**

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on the photographic practice in Europe and the U.S. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, and modern and postmodern art. We will also carefully explore our relationships with the proliferation of mass media imagery today.

*The Department*

### **ARTH3311 Greek Art and Archaeology (Spring: 3)**

**Offered Annually**

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*

### **ARTH3314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

*Kenneth Craig*

### **ARTH3330 Review Spanish Art: From Altamira to Picasso (Fall: 3)**

**Satisfies Fine Arts and Cultural Diversity Core Requirements**

**Offered Annually**

*The Department*

### **ARTH3332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth Century Art in Italy (Spring: 3)**

**Offered Annually**

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)  
Offered Annually**

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, and Frans Hals.

*Kenneth Craig*

**ARTH3356 Art Since 1945 (Spring: 3)  
Offered Annually**

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)  
Offered 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*

**ARTH3368 Contemporary Photography (Spring: 3)  
Offered Periodically**

The course will trace the development of photography from the 1960s—when its status in the art world was fundamentally changed by the rise of conceptualism—to the present. The course will address themes including the relationship between photography and performance art, the culture wars, identity politics, environmental concerns, globalization, digital media, and how photography has been shaped by the art market. Although the course will focus on fine art photography, we will also consider commercial and journalistic work.

*The Department*

**ARTH4315 The Material Culture of Private Life in China (Fall: 3)  
Satisfies Cultural Diversity Core Requirement  
Offered Periodically**

This research seminar employs close readings of primary objects, images, and texts as windows into the lives and minds of people living in Ming-Qing China (c. 1400–1900). We will focus on the Chinese house, as well as its gardens and furnishings, seeking to uncover the complex meanings embedded within them. Themes to be explored include the

family, gender, love, death, cultural consumption, artistic practice, and aesthetic theory. Throughout the semester we will take trips to local museums, including to Yin Yu Tang, a two-hundred-year-old Chinese house at the Peabody Essex Museum and an exhibition on Chinese furniture and domestic space at the Boston Museum of Fine Arts.

*Auriela Campbell*

**ARTH4401 Seminar in Art Historical Research (Fall: 3)  
Offered Annually**

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

*Claude Cernuschi*

**ARTH4402 Art and Architecture of the Forbidden City (Spring: 3)  
Satisfies Cultural Diversity Core Requirement  
Offered Annually**

The Forbidden City palace in Beijing constituted the center of Chinese imperial power from the year 1420, when it was constructed, until the early twentieth century. Now home to the Palace Museum, the Forbidden City attracts millions of tourists annually. In addition to examining the Forbidden City's magnificent halls, temples, gardens, and art objects, produced exclusively for the members of the Ming and Qing imperial courts, students in this course will discuss the shifting roles of the Forbidden City—as a monument, a symbolic form, a social space, a political entity, and a center of cultural production—over a period of approximately six centuries, including the Mao and post-Mao eras.

*The Department*

**ARTH4403 Independent Work I (Fall: 3)  
Offered Annually**

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)  
Offered Annually**

*Aileen L. Callahan*

**ARTH4426 Loot: Collecting Art in Italy (Spring: 3)  
Offered Periodically**

This century of European art saw the emergence of enlightened questioning, the exploration of both reason and the dark side of the mind, and a redefinition of the ideals of beauty. In response, myriad art styles, genres and movements flourished; in response, the art academies were formed and the Critic was born. The critic began to shape the nature of the art; the art became increasingly tied to political events, and wars and revolutions broke out. Revolution had its imagery, and so too did Napoleon. We will explore paradoxical imagery within the context of extraordinary circumstances.

*Nancy Netzer*

**ARTH4427 Early Medieval Art in Ireland and Britain (Fall: 3)  
Offered Annually**

*The Department*

**ARTH4499 Advanced Independent Research (Fall/Spring: 3)  
Offered Annually**

Morrissey College of 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.



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The application deadline is usually in the late fall of a student's junior year. See the Morrissey College of 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](http://www.bc.edu/courses).

#### FILM1171 Filmmaking I (Fall/Spring: 3)

**Offered Annually**

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*

#### FILM1701 Coming of Age: Crisis and Calm Revealed through Film (Spring: 3)

*Corequisite:* UNAS1708.

**Satisfies Fine Arts Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Coming of age, whether in moments of conflict or peace, remains a central theme in both classic and contemporary films. Film adaptation offers opportunities to study issues confronted from early to late adolescence that affect our adult lives. Viewing moments of crisis and calm through the medium of film has aesthetic value and promotes increased visual and cultural literacy. The films serve as foundational texts, as students engage in understanding the complexities of adapting a singular account of adolescence from printed word to the screen so as to reveal the relevance for our own lives.

*John Michalczyk*

#### FILM2202 Introduction to Film Art (Fall: 3)

**Offered Annually**

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.

*Gautam Chopra*

#### FILM2220 Holocaust and the Arts (Spring: 3)

**Offered Annually**

To express the inexpressible tragedy of the Holocaust from 1933 to 1945 remains a challenge. The Arts nonetheless attempt to get at the intrinsic experience of this twentieth century genocide through poetry, film, music and literature. These symbolic, realist and at times surrealist expressions help us in a human way to understand the historical and personal events of the Holocaust.

*John Michalczyk*

#### FILM2230 Introduction to Video Art (Spring: 3)

*Prerequisite:* Students should have taken at least one studio or film class.

**Cross listed with ARTS2230**

**Offered Annually**

**Lab fee required.**

Introduction to Video Art is an art course examining video as a medium for artistic expression and conceptual inquiry. How can we use video to ask questions about ourselves, our viewers, or our world? Responding to instruction about video, sound, and editing techniques, students produce multiple assignment based video art pieces and a self-designed final project. Class sessions are comprised of screenings, discussions, technical demonstrations, and group critiques of students' projects. Screenings and readings cover a variety of topics, including: past and present video art, experimental/expanded cinema, performance art, art in the age of digital culture, and philosophical and sociological topics. Readings, screenings, and discussions are designed to provide a conceptual basis for students' video art projects, while critiques and writing assignments provide a forum for dialogue.

*Jennifer Friedman*

#### FILM2273 Filmmaking II (Fall/Spring: 3)

*Prerequisites:* With permission of the Instructor. Filmmaking I.

**Offered Annually**

**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.

*Gautam Chopra*

#### FILM2274 Digital Non-Linear Editing (Fall/Spring: 3)

*Prerequisite:* With permission of the Department.

**Offered Annually**

**Limited to 10 students, lab fee required.**

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity, and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

*Adam Bush*

#### FILM2279 Social Issues in Literature and Film (Summer: 3)

**Offered Periodically**

This course will examine the effective use of the visual image to portray social issues of the twentieth and twenty-first centuries. Topics such as the inequalities of race, gender, and religion will be the focus. Written accounts (short stories and newspaper articles) will offer further interpretations of these subjects.

*Susan Michalczyk*

#### FILM2282 Political Fiction Film (Spring: 3)

**Offered Annually**

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 Michalczuk*

**FILM2283 History of European Cinema (Fall: 3)**

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczuk*

**FILM2285 Adobe Premiere Editing (Fall: 3)**

**Offered Annually**

**Some equipment required. Restricted to film majors and minors.**

This course is an introduction to digital video editing using the Adobe video suite of software including Premiere Pro, Media Encoder, Photoshop, and more. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing Media Encoder, Photoshop, and more.

*Kristoffer Brewer*

**FILM2287 Creative Web Design (Spring: 3)**

**Offered Periodically**

*Kris Brewer*

**FILM3301 Screenwriter (Fall/Spring: 3)**

**Offered Annually**

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre, and breaking rules. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.

*The Department*

**FILM3303 Advanced Screenwriting (Fall/Spring: 3)**

*Prerequisite:* FILM3301.

**Offered Annually**

**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.

**Offered Annually**

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting, and grip departments while completing video assignments varying documentary/dramatic, daylight,

and 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**

**Offered Annually**

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**

**Offered Annually**

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)**

**Offered Periodically**

How might contemporary independent cinema be seen as both an alternative and a response to mainstream Hollywood fare? How has the acquisition of indie studios, such as Miramax and New Line Cinema, transformed the industry? Has the affordability of technology and accessibility of audiences truly created a democratization of film? This course emphasizes critical examination of contemporary American Independent film from the 1980s films of John Cassavetes, Steven Soderbergh, and Spike Lee through the 1990s and 2000s with features from Kevin Smith, Allison Anders, Richard Linklater, and Quentin Tarantino; shorts from Wes Anderson and Jane Campion; and current festival hits.

*The Department*

**FILM3332 Maverick Hollywood Directors (Fall: 3)**

**Offered Annually**

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*

**FILM3336 Cold War Revisited on Screen (Fall: 3)**

**Offered Annually**

*The Department*

**FILM3355 The Cinema of Revolution and Revolt (Fall: 3)**

**Offered Periodically**

*Pamela Berger*

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### FILM3390 Sound Design (Fall: 3)

*Prerequisites:* FILM1171. With permission of the Instructor.

**Offered Periodically**

This course teaches the basic principles of sound and audio. This will include basic acoustics and how it impacts sound capture, proper gain setup and signal flow from sound to mic to recorder to playback for the cleanest and clearest sound capture and mix, the difference between analog and digital audio, the decibel and what each decibel type means, proper metering, and understanding meter ballistics. It will also include field sound and post sound. The sound mix will be the final stage of the course. Adobe Premiere and Audition will be used in the course.

*Jonathan Sage*

### FILM3394 Documentary Film Production (Spring: 3)

*Prerequisite:* Filmmaking II or Cinematography

**Offered 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)

**Offered Annually**

*John Michalczyk*

### FILM3396 Advanced Screenwriting II (Spring: 3)

*Prerequisite:* FILM3303.

**Offered Annually**

**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)

**Offered Annually**

*The Department*

### FILM4461 Filmmaking III (Spring: 3)

**Offered Annually**

*Gautum Chopra*

### FILM4499 Advanced Independent Research (Fall/Spring: 6)

**Offered Annually**

*John Michalczyk*

### FILM5598 Teaching Assistantship (Spring: 3)

**Offered Annually**

*The Department*

## Studio Art

### *Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### ARTS1101 Drawing I: Foundations (Fall/Spring: 3)

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

**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.

*Andrew Tavarelli*

### ARTS1102 Painting I: Foundations (Fall/Spring: 3)

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

**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.

*Mary Sherman*

### ARTS1103 Issues and Approaches to Studio Art (Fall: 3)

**Offered Annually**

**Lab fee required.**

**Course is intended for Studio majors, minors, and serious students with previous studio experience. This is not a Core course. Freshmen are not advised to take 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 Design: Seeing Is Believing (Fall/Spring: 3)

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

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*

**ARTS1107 Design I: Foundations (Fall: 3)**

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

This foundation course is structured to introduce students to the fundamental issues of design by providing a basis for regarding our environment and organizing what we see into a coherent whole. We will learn how to process our surrounding visual information primarily through the exercise of drawing. In the process of learning a new visual language, we will emphasize discovery of personal attitudes and approaches rather than on the techniques of the finished work. Students will be introduced to the process of design through the exploration of the basic concepts of the elements and principles of design, historical approaches, and skills involved in design.

*The Department*

**ARTS1108 Introduction to Design (Spring: 3)**

**Offered Annually**

This introductory studio/lab course introduces students to fundamentals of design thinking, methodology, methods, and fabrication techniques. Learning is facilitated through lecture, in class activity, discussion, take-home exercises, and assigned reading. Students are expected to conceptualize, test, develop and fabricate a design solution to a previously determined problem.

*Terrence Curry, S.J.*

**ARTS1120 Creation and Creativity (Spring: 3)**

**Offered Periodically**

*Sheila Gallagher*

**ARTS1141 Ceramics I (Fall/Spring: 3)**

**Offered Annually**

**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*

**ARTS1150 Painting Plus: Collage (Fall: 3)**

**Satisfies Fine Arts Core Requirement**

**Offered Annually**

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)**

**Offered Annually**

**Lab fee required. Camera required. Some of Karl Baden's classes will meet on Wednesday 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.

*Sharon Sabin*

**ARTS1163 Introduction to Digital Photography (Spring: 3)**

**Offered Annually**

**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*

**ARTS1180 Drawing from Berlin's Past and Future (Summer: 3)**

**Satisfies Fine Arts Core Requirement**

**Offered Periodically**

*Mary Sherman*

**ARTS1701 The Art of Creativity: From Buzzword to Artwork (Spring: 3)**

*Corequisite: PHIL1709.*

**Satisfies Fine Arts Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course is an immersive foundation level studio art class which seeks to foster the "habits of being" which are critical to discovery and creativity in all human endeavors and academic disciplines. This course will focus on hands-on assignments which will familiarize students with the basic approaches and techniques of drawing and mixed media, and give them a visual language for communicating ideas and experimental problem solving. Assignments will encourage the ability to draw connections and inspiration from readings and art-historical expressions of creation accounts ranging from Genesis to contemporary quantum physics.

*Sheila Gallagher*

**ARTS2208 Drawing the Figure: Observation to Expression (Fall: 3)**

*Prerequisite: ARTS1101, ARTS2204 or permission of instructor.*

**Offered Annually**

Together we will venture into a world of the body as represented through drawing materials on 2D surfaces. You will learn techniques and approaches to drawing the figure and will work in the studio from a live model. Simultaneously, you will examine the relationship between cultural philosophies and their affects on the figurative representations they produced. Studio work includes: drawing the body; revising those ideas; developing finished drawings; researching historical and contemporary



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innovations and doing creative copies of these master works; working from memory and contextualized imagination; translate sensory experience through the representations of the body.

*Michael Mulhern*

### ARTS2211 Hot Off the Shelf (Fall: 3)

#### Offered Annually

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice. Students are expected to complete reading and written assignments as well as a visual project.

*The Department*

### ARTS2215 Collage and Mixed Media (Spring: 3)

*Prerequisite:* With permission of the Instructor.

#### Offered Annually

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*

### ARTS2223 Intermediate Painting III (Spring: 3)

*Prerequisite:* With permission of the Instructor.

#### Offered Annually

#### Lab fee required

The course reviews and expands on the fundamental painting skills and materials acquired in Painting 1. Students continue to work on assigned and individual projects that highlight historical and contemporary methods and concepts of the discipline. Projects are mostly based on work from direct observation, but some will use found images, memory, and imagination as sources to promote visual judgment and development of a more personal direction. Exhibition visits, illustrated presentations, and a writing assignment are supplementing the program.

*Hartmut Austen*

### ARTS2224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)

*Prerequisite:* With permission of the Instructor.

#### Offered Annually

#### 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*

### ARTS2230 Introduction to Video Art (Spring: 3)

*Prerequisite:* Students should have taken at least one studio or film class.

**Cross listed with FILM2230**

**Offered Annually**

**Lab fee required.**

Introduction to Video Art is an Art course examining video as a medium for artistic expression and conceptual inquiry. How can we use video to ask questions about ourselves, our viewers, or our world? Responding to instruction about video, sound, and editing techniques, students produce multiple assignment based video art pieces and a self-designed final project. Class sessions are comprised of screenings, discussions, technical demonstrations, and group critiques of students' projects. Screenings and readings cover a variety of topics, including: past and present video art, experimental/expanded cinema, performance art, art in the age of digital culture, and philosophical and sociological topics. Readings, screenings, and discussions are designed to provide a conceptual basis for students' video art projects, while critiques and writing assignments provide a forum for dialogue.

*Jennifer Friedman*

*Sheila Gallagher*

### ARTS2237 Drawing II (Fall: 3)

**Offered Annually**

*The Department*

### ARTS2242 Ceramics II (Fall/Spring: 3)

**Offered Annually**

**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 or the equivalent to take this course.

*Mark Cooper*

### ARTS2245 Design Theory, Methodology, and Problem Solving (Spring: 3)

**Offered Annually**

An intermediate course that describes the development of design theory from its post-war beginnings as a discipline to contemporary issues including "design thinking." The course takes an interdisciplinary approach to design that includes philosophy, psychology, and theory of cognition. Teaching methods will include lecture, discussion, reading, in-class activity, and group presentations. Students are expected to write a reflection paper that describes their own design process making reference to materials from class lecture and readings.

*Terrence Curry, S.J.*

### ARTS2246 Visual Communication (Spring: 3)

**Offered Annually**

This course will explore visual communication theory, methods, technique and multiple modes for the visualization, ideation, testing and representation of design solutions.

*Terrence Curry, S.J.*

### ARTS2247 Studio Art Projects: Installation and Collaboration (Fall: 3)

**Offered Annually**

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*

**ARTS2250 Introduction to Digital Design (Fall/Spring: 3)  
Offered Annually**

This course is an immersive project-based introductory overview of concepts, contexts, tools, and techniques useful in solving a wide range of contemporary design problems, including logos, business cards, propaganda posters, multi-page documents, data visualizations, web page designs, app wireframes, and proposals for site-specific graphics. Beyond the necessary focus on software, including Adobe InDesign, Illustrator, and Photoshop, the course will incorporate discussion and application of typography, color theory, and other 2-D design concepts affecting how subject matter is perceived. Students will solve problems on behalf of themselves and choose one or more other clients whom they'll strive to serve.

*Brian Reeves*

**ARTS2252 Architecture Design 1 (Fall: 3)  
Offered Periodically**

An introductory studio course in the theory, methodology, methods and techniques related to architecture design. Through a series of lectures, discussion in-class exercises and take-home assignments, including drawing, CAD, and model-making, students will develop the basic competency to solve a pre-determined architecture design problem. By the end of the course students will have produced a graphic, 3-D, and written representation of their design solution and made a public presentation.

*Terrence Curry, S.J.*

**ARTS2258 Stage Design I (Spring: 3)  
Cross listed with THTR3344  
Offered Annually**

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments, and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

*Crystal Tiala*

**ARTS2261 Photography II (Fall: 3)  
Prerequisite: With permission of the Instructor.  
Offered Annually  
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)  
Offered Annually  
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)**

**Offered Annually**

**Permission of Instructor required. Students must have their own camera (film or digital) and basic familiarity with Photoshop (Art and Digital Technology or its equivalent).**

Students learn and use advanced techniques in Adobe Photoshop, Illustrator, and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. Technical demonstrations, critiques, and discussions of established photographers is part of each class. The goal is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc.). Digital Diaries is an intermediate/advanced level course.

*Karl Baden*

**ARTS2287 Creative Webdesign (Spring: 3)**

*Prerequisite:* Must successfully complete one of the following:

ARTS2230, ARTS3313, FILM3313, ARTS2276, ARTS2250 or FILM1171.

**Cross listed with FILM2287**

**Offered Periodically**

This introductory course will provide art students the basic skills to extend their art to the internet allowing them to create an online portfolio and artistic presence, learn how to promote and market their art, and more. Digital design, how to take physical art and make it digital, an introduction to open source (community based and free) Content Management Systems (CMS) such as Drupal, along with design coding skills (Cascading Style Sheets—CSS), and more will be taught. No prior experience required.

*Kris Brewer*

**ARTS3306 Alternative Approaches in Drawing (Spring: 3)**

*Prerequisites:* With permission of the Instructor. Two previous studio classes (one in drawing) or permission of instructor.

**Offered Periodically**

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries. Utilizing and deepening our understanding of “mark-making” we will further explore drawing’s breath and expanse across disciplines as well as its potential to expand on the what it means to “draw from observation.”

*The Department*

## ARTS AND SCIENCES

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### ARTS3320 1968 Now: Revolution Art, History, and Philosophy (Fall/Spring: 3)

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

Cross listed with HIST4840 and PHIL5539

Offered Periodically

This course will critically investigate some of the main philosophies which informed the revolution of 1968 in Paris (and abroad). Starting with the writings of Jean-Paul Sartre and Simone de Beauvoir, the seminar will trace the movement from the existentialist philosophies of individual liberty and responsibility to the more communitarian theories of situationism (Guy Debord and Marcuse), structuralism (Althusser, Levi-Strauss, Lacan), and post-structuralism (Barthes, Kristeva, Foucault). The main critical questions discussed include the relationship between freedom and determinism, imagination and language, self and society, desire and culture, art and politics. The course is participatory and interdisciplinary and will include interaction with students in history and studio art.

*The Department*

### ARTS3321 Painting IV: Layered Image (Fall: 3)

*Prerequisite:* ARTS1102.

Offered Annually

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)

Offered Annually

Required for Studio Art minor.

This course comprises hands-on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

*Sheila Gallagher*

### ARTS3330 Pandora's Box (Fall: 3)

Offered Periodically

This is an all media (painting, drawing, photo, collage) intermediate level studio class. The class will use myth, fable, and fairy tales to generate ideas for art making. Students should have taken at least one studio class in their preferred medium. In addition to in-class studio work there will be assigned readings, class critiques, and slide lectures as well as studio, museum, gallery visits, and a final portfolio review.

*Andrew Tavarelli*

### ARTS3335 Advanced Digital Design: Designing Spaces (Spring: 3)

*Prerequisites:* One of the following prerequisites required: Introduction to Digital Design (ARTS2250), or Art and Digital Technology (ARTS2276), or permission of the Instructor. Adobe Creative Suite knowledge.

Offered Periodically

Preference will be given to majors and minors in Studio Art.

This course explores the possibilities of using 3-D modeling software to design and describe 3-D spaces and objects. Beginning with a solid foundation in the principles of architectural drawing and 3-D modeling, students will develop their spatial design skills and build software proficiency in parallel through creative projects, readings, and short essays. Students will draw on their personal experiences of the built environment to create new 3-D works. Key course concepts will be drawn primarily from the fields of architecture and sculpture, with additional materials from the fields of art and architectural history, photography, industrial design, and graphic design. This course provides an opportunity for upper-level art students interested in design to create a large amount of portfolio-quality work, and final projects are student-driven. Students should have a working knowledge of the Adobe Creative Suite before taking this course.

*Michael Smith*

### ARTS3340 Design for Social Innovation 1 (Fall: 3)

Offered Periodically

An advanced design studio/lab course where students work in interdisciplinary groups to identify, research, explore, and produce a design solution for a social problem. Students are expected to design, test and fabricate their design solution, as well as produce a report that documents the process, includes scale drawings, describes the problem and explains the solution, and reflects on the experience. Final project will be exhibited at the end of the course. This course is proposed as a capstone course.

*Terrence Curry, S.J.*

### ARTS3361 Intermediate Photography: Conceptual and Studio (Spring: 3)

*Prerequisites:* Permission of instructor; two of the following courses are required: ARTS1161, ARTS2261, or ARTS2276.

Offered Annually

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.

Offered Annually

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are

normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts.

*The Department*

#### 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.

**Offered Annually**

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)

**Offered Annually**

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.

**Offered Annually**

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.

**Offered Annually**

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)

**Offered Annually**

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:* With permission of the Instructor.

**Offered Annually**

**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*

### 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/schools/cas/biochemistry.html](http://www.bc.edu/schools/cas/biochemistry.html).

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

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution OR BIOL3030 Introduction to Physiology (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):
  - BIOL3040 Cell Biology
  - BIOL3210 Plant Biology
  - BIOL4140 Microbiology
- One course in genetics or genomics from the following list (3 or 4 credits):
  - BIOL3150 Introduction to Genomics
  - BIOL3190 Genetics and Genomics
- CHEM1109 General Chemistry I and CHEM1111 Laboratory (or CHEM1117 and CHEM1119) (4 credits)
- CHEM1110 General Chemistry II and CHEM1112 Laboratory (or CHEM1118 and CHEM1120) (4 credits)
- CHEM2231 Organic Chemistry I and CHEM2233 Laboratory (or CHEM2241 and CHEM2243) (4 credits)
- CHEM2232 Organic Chemistry II and CHEM2234 Laboratory (or CHEM2242 and CHEM2234) (4 credits)
- CHEM3351 Analytical Chemistry and CHEM3353 Laboratory (4 credits)
- CHEM4473 Physical Chemistry for Biochemistry majors (3 credits)
- CHEM4461–4462 Biochemistry I and II; OR BIOL4350 Biological Chemistry and BIOL4400 Molecular Biology (6 credits)
- PHYS2100 Physics I (calculus) and PHYS2050 Laboratory (5 credits)
- PHYS2101 Physics II (calculus) and PHYS2051 Laboratory (5 credits)
- MATH1101 (or MATH1103, or MATH1105) Calculus II (3–4 credits); or MT2202 Multivariable Calculus (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: 64–65

Note: The Biochemistry major requires all of its majors to take a Boston College calculus course, regardless of AP score. Students can take Calculus 2 (MATH1101, MATH1103 or MATH1105), or Multivariable Calculus (MATH2202).

\*\*Note: Not all electives are offered every year. Also, additional electives may sometimes be announced in this category, depending upon advanced course offerings in the Biology and Chemistry Departments. Please check the Departmental listings for details.

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

**Recommended Course Sequencing for Biochemistry Majors**

*Freshman Year*

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

*Sophomore Year*

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

*Junior Year*

Biochemistry sequence

*Senior Year*

Analytical Chemistry and lab  
 Physical Chemistry  
 Two advanced electives

Note:

- Calculus is typically completed by the end of the sophomore year.
- Physics can be taken at any time beginning with the sophomore year.

- Students are encouraged to participate in Undergraduate Research, typically beginning in the junior year; other options are available. Students should speak to individual professors regarding research opportunities.

**Approvals for Biochemistry Major Courses Taken Abroad;  
 Boston College Summer Courses**

With **prior Department approval**, students may apply **one** course taken abroad to their biochemistry elective requirement. To be considered as a possible substitute for a Biochemistry major elective, a course must be a second level course with published biochemistry prerequisites and not be an introductory level course, or a course intended for professional study (or for non-biochemistry majors).

Note: Biochemistry major required courses offered through the Boston College Summer School will be applied to the Biochemistry major as regular academic-year electives with the same catalog number.

**Biology**

*Faculty*

**Anthony T. Annunziato**, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst  
**David Burgess**, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis  
**Thomas Chiles**, *Professor*; B.S., Ph.D., University of Florida  
**Peter Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University  
**Marc-Jan Gubbels**, *Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University  
**Charles S. Hoffman**, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University School of Medicine  
**Welkin Johnson**, *Professor; Chairperson of the Department*; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine  
**Daniel Kirschner**, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University  
**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois  
**Kenneth C. Williams**, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University  
**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill  
**Laura Hake**, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University  
**Laura Anne Lowery**, *Associate Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology  
**Junona F. Moroianu**, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University  
**Tim van Opijnen**, *Associate Professor*; B.S., M.S., Ph.D., University of Amsterdam  
**Eric S. Folker**, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame  
**Sarah McMenimin**, *Assistant Professor*; B.S., Mount Holyoke College; Ph.D., Stanford University  
**Michelle M. Meyer**, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

**Babak Momeni**, *Assistant Professor*; B.S., M.Sc., Sharif University of Technology; M.Sc, Ph.D. Georgia Institute of Technology

**Jeff DaCosta**, *Assistant Professor of the Practice*; B.S., University of Massachusetts; M.Sc., University of Nevada; Ph.D., Boston University

**Rebecca Dunn**, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Northwestern University

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

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

#### Contacts

- Director of Undergraduate Studies:  
Kathy Dunn, kathy.dunn@bc.edu
- Assistant Director for Undergraduate Programs:  
Seth D. Robertson, seth.robertson@bc.edu
- www.bc.edu/biology

#### Undergraduate Program Description

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

The Biology Department Offers the Following Degrees:

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

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

The Biology Department offers a **minor in Biology**, a **concentration in Bioinformatics** and also co-sponsors a **Bachelor of Science (B.S.) in Biochemistry** together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog. Requirements for the Biology minor and bioinformatics concentration can be found at the Biology Department website.

#### 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 (4 Credits)  
BIOL3150 Introduction to Genomics  
BIOL3190 Modern and Classical 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.)

Advanced 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.

#### Corequisite 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 EC1151 or another approved statistics course
- Two additional courses from the following list:  
PHYS2100 Physics I (calculus) with Lab  
PHYS2101 Physics II (calculus) with Lab+  
BIOL2300 Biostatistics (or EC1151 or another department-approved course in statistics)  
CSCI1101 Computer Science I  
CSCI1102 Computer Science II  
MATH1101 Calculus II

Mathematics courses numbered 2000 or higher+

Additional options are noted on the Biology Department website

\*BIOL4350 or CHEM4461 cannot be used to satisfy both a corequisite and a biology elective.

+Requires Calculus II

## ARTS AND SCIENCES

*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. However, students not wishing to take three math/science courses in their first semester of freshman year are advised to delay calculus. Questions should be addressed to the Biology Department.*

### Corequisite 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)

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

Students who received a score of 5 on the AP exam in their senior year of high school and wish to consider advanced placement may enroll in BIOL3040 in place of BIOL2000. Freshmen should enroll in BIOL2010 first semester (there is no AP substitution for BIOL2010), and take BIOL3040 in the second semester, if they wish to continue with the AP substitution for BIOL2000. The AP substitution does not reduce the total number of credits for the major; students will still need a total of 30 credits in biology courses.

### 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 should enroll in BIOL2010 Ecology and Evolution. Second term, students using the AP option will enroll directly in BIOL3040, or they can continue with the regular program by enrolling in BIOL2000 Molecules and Cells. Calculus need not be taken in the freshman year.

### Information for Study Abroad and Summer Programs

With Department approval, students may apply ONE course taken either abroad or during an off-campus 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 with 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.

This policy does not apply to Biology Department major elective courses offered through the Boston College Summer School; such courses are applied to the Biology major as regular academic-year electives.

### 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. Undergraduate research can be taken for course credit over multiple semesters. Two semesters must be completed to fulfill a Biology elective requirement. Only 3 credits of the undergraduate research are applied to the Biology major; all credits are applied to the 120 credits for graduation.

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.

### Biology Senior Thesis

Students doing undergraduate research may elect to write a Senior Thesis with the approval and support of their faculty research adviser. Students writing a thesis are recognized at Undergraduate Research Day. Student producing the “Best Senior Thesis,” as judged by a faculty committee, is awarded the Balkema Prize.

### Information for Non-majors

Non-majors may fulfill their Natural Science Core requirements through the introductory major courses (BIOL2000 or BIOL2010) or one of several university Core courses offered for non-majors by the Department. Information about preparation for the allied health professions is available online at [www.bc.edu/premed](http://www.bc.edu/premed).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

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

Satisfies Natural Science Core Requirement

Offered Annually

**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 BIOL 2000. 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*

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

Offered Annually

*Laura Hake*

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

Offered Annually

**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*

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

*Corequisite:* BIOL1330.

**Offered Annually**

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*

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

*Corequisite:* BIOL1501.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**Students must also register for the Sustaining the Biosphere Discussion Section (BIOL1501).**

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*

**BIOL1503 Science and Technology in American Society (Fall: 6)**

Cross listed with HIST1511

**Satisfies History II, Natural Science Core Requirement**

**Offered Periodically**

**Core Renewal Course: Complex Problems. For freshmen only.**

**Students must also register for a lab section (HIST1512 or BIOL1502). Satisfies History Core II requirement only.**

What roles do science, technology, engineering, and mathematics (STEM) play in advanced, knowledge-dependent societies? This course examines our institutional and cultural relationship to innovation: hopes and fears about STEM, views of science and religion, conceptions of democracy's cultural requirements, the emergence of DIY and geek culture, and more. And it explores ethical questions around STEM, including debates over biotechnology, pharmaceuticals, climate change, and mass extinction. The course gives students the basic technical background to address these questions and an opportunity to imagine a technological application of their own for addressing the complex problems of the twenty-first century.

*Andrew Jewett*

*Christopher Kenale*

**BIOL1702 Human Disease: Plagues, Pathogens and Chronic Disorders (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**Core Renewal Course: Enduring Questions. For freshmen only.**

Much of biological discovery has been centered around human disease and our quest for health and longevity. From the earliest observations regarding the human body, to the discovery of germs and the eventual technology guiding current treatments, human beings have sought to understand the physiological and cellular parameters associated with health. This course will examine human disease and epidemics through the lens of pathogens, genetic pre-disposition and environmental influence. Students will learn basic concepts of cell structure, genetics, and evolution in the context of infectious diseases such as Tuberculosis and AIDS or physiological disorders such as Alzheimer's Disease or diabetes.

*Kathleen Dunn*

**BIOL1703 Your Brain on Theater: On Stage and Off (Fall: 3)**

*Corequisite:* THTR1702.

**Satisfies Natural Science Core Requirement**

**Offered Periodically**

**Core Renewal Course: Enduring Questions. For freshmen only.**

Actors are often challenged to portray individuals suffering from progressive neurological disorders—e.g., Alzheimer's and Parkinson's Diseases, Multiple Sclerosis, and syndromes associated with malnutrition and traumatic brain injuries. Beginning with the neuroscience of the "all right" brain, we will proceed to discuss neuroscience of the brain when awry, particularly in the context of how actors authentically convey the complexities of emotion and of neuro-disabilities. The enduring questions that we explore will pertain to defining the "true self," establishing memory, and engendering responsiveness to "the other."

*Daniel Kirschmer*

**BIOL1704 Metamorphosis: Evolution and the Genetics of Change (Spring: 3)**

*Corequisite:* ENGL1716.

**Satisfies Natural Science Core Requirement**

**Offered Periodically**

**Core Renewal Course: Enduring Questions**

Darwinian Evolution is a theory of change, and genetics is the field that attempts to explain how evolution works. This course abandons science textbooks in favor of first-person accounts by scientists (memoirs, letters, essays) to trace the origins and growth of evolutionary thought. Through reading, discussion, and writing, students will gain a deeper understanding of basic genetics and how evolutionary theory can guide our thinking about human issues as diverse as race, eugenics, medicine, genetic engineering and IQ tests.

*Welkin E. Johnson*

**BIOL1705 In the Beginning: Scientific Explorations of Our Origins (Fall: 3)**

*Corequisite:* THEO1704.

**Satisfies Natural Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course will examine scientific evidence regarding the origins of life on earth and human evolution. The goals of this course are: (1) to understand how the scientific process may be applied to questions for which no direct observation can be made, (2) to recognize scientific hypotheses developed to explain both the origin of life and the origins of humankind,



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and (3) to comprehend evidence supporting or refuting these hypotheses. This course will utilize both historic and modern texts to explore how the scientific understanding of our origins has changed over time.

*Michelle Meyer*

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

*Prerequisite:* CHEM1109 or equivalent (or concurrent) or permission of the department.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

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**

**Offered Annually**

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.

**Offered Annually**

**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.

*Douglas Warner*

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

*Prerequisites:* BIOL1300–1320.

**Offered Annually**

**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*

### **BIOL2300 Biostatistics (Fall/Spring: 3)**

**Offered Annually**

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions);

(3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.

*Richard A. McGowan, S.J.*

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

*Prerequisite:* BIOL2000.

**Offered Annually**

**This course is intended for Biology, Psychology, and Biochemistry majors and students in the pre-medical program seeking a broad overview of human physiology.**

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

*The Department*

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

*Prerequisite:* BIOL2000.

**Offered Annually**

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

*Junona Moroianu*

### **BIOL3050 Genetics (Fall/Spring/Summer: 3)**

*Prerequisite:* BIOL2000.

**Offered Annually**

*Rebecca Dunn*

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

*Prerequisite:* BIOL2040 (can be concurrent).

**Offered Annually**

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 Modern and Classical Genetics (Fall/Spring: 4)**

*Prerequisite:* BIOL2000.

*Corequisite:* BIOL3120.

**Offered Annually**

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

*The Department*

### **BIOL3210 Plant Biology (Spring: 3)**

*Prerequisite:* BIOL2000.

**Offered Annually**

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*

**BIOL4020 Advanced Cell Biology (Fall: 3)**

*Prerequisites:* BIOL3040. With permission of the Instructor.

**Offered Annually**

**Open to juniors and seniors only.**

This course is designed to build upon BIO304 to allow students to explore more advanced areas in cell biology. Topics will include how different types of lipids, proteins, and carbohydrates affect cell function, with focuses on the endomembrane system and trafficking, cell signaling pathways, cell-cell and cell-substrate interactions, autophagy, and metabolism. Reading materials will consist of primary research articles and reviews. Each class will include both lectures and student presentations/discussions.

*Laura Anne Lowery*

**BIOL4030 Deep Sea Biology (Spring: 3)**

*Prerequisite:* BIOL2010.

**Offered Annually**

Roughly 80% of habitable space on this planet is in the ocean below 1000 meters where sunlight never reaches. In this course we will dive into this rarely visited habitat that occupies the majority of our biosphere. We will take an interdisciplinary approach, as studying the deep requires the integration of geology, chemistry, ecology, physiology, and engineering. We will investigate fundamental aspects of biology such as how organisms adapt to challenges posed by their environment. Students will also gain an appreciation for how much of the planet remains unexplored, and learn how scientists study the inaccessible ecosystems of the deep.

*Heather Olins*

**BIOL4090 Virology (Fall: 3)**

*Prerequisite:* BIOL4140.

**Offered Annually**

This course will consider eukaryotic DNA and RNA viruses that are important in human disease. Basic principles of virus structure, host cell entry and the molecular biology of virus life cycles will be considered in the context of infectious disease. Viruses to be examined include Influenza, cancer-related viruses such as the Human Papilloma Virus, HIV, and emerging viruses such as Ebola and the hantaviruses. The host immune response to viral infection and the effectiveness of various vaccination strategies will also be discussed.

*Kathleen Dunn*

**BIOL4140 Microbiology (Spring: 3)**

*Prerequisites:* BIOL2000. BIOL2040 is recommended or concurrently.

**Offered Annually**

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*

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

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

**Offered Annually**

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

*The Department*

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

*Prerequisite:* BIOL2000.

*Corequisite:* BIOL4270.

**Offered Annually**

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*

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

*Prerequisites:* BIOL2040. Additional coursework in in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400); BIOL2040.

**Offered Annually**

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 Intro to Physiology or BIOL3040 Cell Biology or permission of the instructor. Junior standing.

*Corequisite:* BIOL4340.

**Offered Annually**

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*

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

*Prerequisites:* BIOL2000 and CHEM2231.

**Offered Annually**

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*

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

*Prerequisite:* BIOL2000.

**Offered Annually**

This course, together with BIOL 4350, 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; and 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*

### BIOL4450 Behavioral Ecology (Spring: 3)

*Prerequisites:* BIOL2010 and BIOL3150 or BIOL3190.

**Offered Annually**

This course will examine the adaptive significance of behavior in an ecological context. Lectures and readings from the primary literature will review basic concepts and theory as well as model-based and experimental approaches to exploring questions in the field. Topics covered include social behavior, reproductive behavior, life history strategies, optimal foraging, territoriality, co-evolution, and communication.

*Jeff Dacosta*

### BIOL4510 Cancer Biology (Spring: 3)

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

**Offered Annually**

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*

### BIOL4520 Molecular and Cell Physiology of Exercise (Fall: 3)

*Prerequisites:* BIOL2000 and additional course work in molecular or cell biology. BIOL3030 and BIOL4350 recommended.

**Offered Annually**

The principal aim of this course is to explore the molecular and physiological changes that occur in humans through various forms of aerobic and anaerobic exercise. The role of nutrition as an energy source will be discussed in detail, with particular emphasis on cellular metabolism. Energy transfer in the body and during rest and physical activity will be explored. A detailed study of the physiology of pulmonary, cardiovascular, nervous, muscular and endocrine systems will underscore the inter-relationships of these systems during exercise. The practical application of diet and exercise as it pertains to weight maintenance and disease control will render a practical application to the course. Current research in the field will be presented weekly through student presentations.

*Danielle Taghian*

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

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

**Offered Annually**

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.

**Offered Annually**

Course cannot be applied to the biology major if student has already taken Behavioral Neuroscience (PSYC2285)

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*

### BIOL4802 Research in Evolutionary Genomics (Spring: 3)

*Prerequisites:* BIOL2010 and BIOL2040.

**Offered Annually**

This course will provide hands-on training in the collection and analysis of genome-scale data from non-model organisms. Students will learn good laboratory practices while preparing samples for next-generation DNA sequencing, which will be run in the department's core sequencing facility. Students will also learn basic Linux/Unix computational skills and several bioinformatics tools that will be applied in managing and analyzing the massive amounts of data generated by this sequencing technology. Through data analyses and reviews of the primary literature, students will gain exposure to modern methods in

phylogenetics and population genetics. This course is recommended for students interested in advanced topics in genomics, bioinformatics, and evolution. BIOL3150 and BIOL4200 recommended.

*Jeffrey DaCosta*

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

*Prerequisite:* BIOL2040.

**Offered Annually**

**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 of databases for research and analysis.

*Douglas Warner*

**BIOL4830 Research in Molecular Biology Lab (Fall: 3)**

*Prerequisite:* BIOL2040.

**Offered Annually**

**Satisfies the advanced experience requirement for the Biology major. Lab Fee required.**

An advanced project laboratory course for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. The research project will focus on environmentally-mediated gene expression in the organism *Pseudomonas fluorescens*. Methods taught include: DNA cloning techniques, DNA sequencing, polymerase chain reaction, and the use of national databases for research and analysis. It is ideal for students who desire a solid introduction to hypothesis-driven research in molecular biology through practical training.

*Noreen Lyell*

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

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

**Offered Annually**

**Satisfies the advanced experience requirement for the Biology major. Lab fee required.**

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

*Charles Hoffman*

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

*Prerequisite:* BIOL2040.

**Offered Annually**

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

Induced pluripotent stem cells, iPSCs, are cells that can be generated from adult cells such as skin fibroblasts. Once generated, iPSCs can be directed to differentiate into any cell and offer exciting models for disease research. This laboratory course will teach students the techniques used to reprogram adult murine fibroblasts into pluripotent

stem cells and their subsequent differentiation into cardiac and neuronal lineages. Resulting cell lines will be characterized using molecular and cell biology techniques and students will work to create novel cellular disease models to progress particular disease research.

*The Department*

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

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

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

*The Department*

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

**Offered Annually**

**Permission of Department.**

See the Morrissey 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*

**BIOL5010 Nobel Prize Winning Research in Medicine or Physiology (Fall: 3)**

*Prerequisite:* BIOL3040. With permission of the Instructor.

**Offered Annually**

In this course we will discuss primary research literature in the fields of cell and developmental biology that have led to the award of the Nobel Prize. Each student will select a primary paper cited by the Nobel Foundation as justification for the award together with a supportive current review on the topic 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.

*David Burgess*

**BIOL5040 Topics in Developmental Biology (Spring: 2)**

*Prerequisites:* BIOL2040. Additional coursework in molecular cells biology required.

**Offered Annually**

The field of molecular developmental biology asks: How do molecules and cells coordinate and function to produce organisms? How can these processes be modified in the context of disease and evolutionary change? With the goal of better understanding current research in the field of developmental biology, we will read primary literature focusing on a variety of techniques (molecular, cellular, genetic, biochemical) and numerous systems (tissue culture, mouse, fly, frog, zebrafish and others). The course will focus on developing students' ability to comprehend and critically evaluate recent primary literature, present scientific perspectives, and actively participate in scientific dialogue.

*Sarah McMenamin*

**BIOL5050 Microbiomes: Invisible Ecosystems (Fall: 3)**

*Prerequisites:* BIOL2010. Course work in microbiology strongly recommended.

**Offered Annually**

Microbiomes (the microscopic organisms in a particular environment) play important roles in human health, agriculture, industry, ecosystems, and climate. In this course we will read and discuss papers from the scientific literature detailing new discoveries that include topics as diverse as cancer treatment, evolutionary history, mining, and pollution remediation.



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Students will investigate and eventually present topics of their choice. By the end of the course we will have a better appreciation for, and understanding of, the multitude of invisible ecosystems within and around us, as well as how much about these microbiomes remains unknown.

*Heather Olins*

### **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.

#### **Offered Annually**

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*

### **BIOL5065 Phages: Viruses that Rule the Planet (Spring: 3)**

*Prerequisite:* BIOL3150 or BIOL4200, or experience working with genomic sequences.

#### **Offered Annually**

Bacteriophages—viruses that infect bacteria—outnumber all other biological entities on Earth. They are found everywhere that bacteria are found, from deep-sea hydrothermal vents and arctic tundras to the human gut. For better or worse, these dynamic entities affect the health of the planet, its denizens, influencing the carbon cycle, spreading the toxins that cause dysentery and cholera, and providing therapeutic agents against the scourge of antibiotic-resistant bacteria. Through readings and the use of phage genome databases, we will explore the role of phages as evolutionary innovators, pathogens, and potential allies in fighting disease.

*Jamie Henzy*

### **BIOL5071 Microbial Community Ecology (Spring: 2)**

*Prerequisites:* BIOL2010 and BIOL2014; BIOL4140 and a statistics course recommended.

#### **Offered Annually**

Polymicrobial communities can cause harmful infections as pathogens or facilitate food digestion as resident microbiota. They also have industrial applications for waste remediation or biofuel production. We will examine examples of microbial communities with implications in health, environment, or industry. The course surveys relevant ecological theories and covers current tools and methodologies used for characterization and analysis of microbial communities.

*The Department*

### **BIOL5075 Emerging Therapeutics (Fall: 2)**

*Prerequisites:* BIOL2000. Additional course work in molecular cell biology. Biochemistry and Physiology recommended.

#### **Offered Annually**

This course will focus on novel therapeutic technologies. The first gene therapy has been approved in the U.S. following decades of development. Furthermore, many more gene and cell therapies are in development. The process of therapeutic development will be covered. New technologies will be discussed as well as the results of preclinical and clinical trials. Topics will be presented by the instructor, and

students and discussions will follow. Students will select their topics for presentation with direction and final approval from the instructor. We will develop presentation skills throughout the course.

*Arne Nystuen*

### **BIOL5130 Environmental Disruptors of Development (Fall: 3)**

*Prerequisites:* At least 2 of the following courses: BIOL3040, BIOL5060, BIOL4170, BIOL4510, BIOL4140, BIOL4350, BIOL4400, or instructor permission.

#### **Offered Annually**

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

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low “safe” levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic, or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

*Laura Hake*

### **BIOL5150 Vaccine Development and Public Health (Fall: 3)**

*Prerequisites:* BIOL2000 and additional course work in molecular cell biology or biochemistry. BIOL4570 Principles of Immunology is recommended.

#### **Offered Annually**

Despite more than 3 decades of research, the development of an efficacious HIV/AIDS vaccine remains elusive. Nonetheless, the quality of knowledge generated by HIV researchers is impressive. It is no surprise that potent Ebola virus and Zika virus vaccine candidates have been developed in a short time span. This class will discuss the difficulties and successes encountered with vaccine development (AIDS, tuberculosis, malaria, small-pox, measles, poliomyelitis, tetanus, Ebola and Zika). At a time when questions have been raised about the link between childhood vaccination regimens and autism, we will discuss the ethics, economics, problems, and benefits of modern day vaccination.

*Ismael Fofana*

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

*Prerequisite:* BIOL4570 or BIOL4140 or instructor permission.

#### **Offered Annually**

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

This course will focus on immune cells, the immune system's response to viral and bacterial infection, and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

*Kenneth Williams*

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

*Prerequisite:* With permission of the Instructor.

#### **Offered Annually**

**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, and 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*

**BIOL5370 Literature for Neurological Diseases (Spring: 3)**

*Prerequisite:* BIOL4350 or CHEM4465.

**Offered Annually**

**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 Kirschmer*

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

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

**Offered Annually**

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

*Christopher Kenaley*

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

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, 4140 or 4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission.

**Offered Annually**

**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.

**Offered Annually**

**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*

**BIOL5440 Synthetic Biology (Fall: 2)**

**Offered Annually**

This course strives to answer the following questions: how are concepts from engineering applied to biological systems, what tools are available for engineering biological systems, how has synthetic biology advanced over the last 15 years, what useful advances has synthetic biology produced, and what are the ethical concerns raised by synthetic biology. This course primarily involves reading, analysis, and discussion of primary literature.

*The Department*

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

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

**Offered Annually**

**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*

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

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

**Offered Annually**

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

*Junona Moroianu*

## ARTS AND SCIENCES

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### BIOL6110 Advanced Genetics (Fall: 2)

#### Offered Annually

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)

#### Offered Annually

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*

### BIOL6160 Graduate Bioinformatics (Fall: 2)

#### Offered Annually

*Gabor Marth*

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

#### Offered Annually

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

*The Department*

### BIOL6350 Graduate Biochemistry (Fall: 3)

#### Offered Annually

*The Department*

## Chemistry

### Faculty

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

**Mary F. Roberts**, *Professor Emeritus*; A.B., Bryn Mawr College; Ph.D., Stanford University

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

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University

**Amir H. Hoveyda**, *Joseph T. and Patricia Vanderslice Millennium Professor*; B.A., Columbia University; Ph.D., Harvard University

**T. Ross Kelly**, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

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

**David L. McFadden**, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Udayan Mohanty**, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

**James P. Morken**, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

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

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

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

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

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

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

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

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

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

**Jia Niu**, *Assistant Professor*; B.S., M.S. Tsinghua University; Ph.D. Harvard University

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

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

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

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

**J. Fredrik Haeflner**, *Assistant Professor of the Practice*; M.S., Ph.D., Royal Institute of Technology, Stockholm

**Neil M. Wolfman**, *Assistant Professor of the Practice*; B.A., New York University; Ph.D., Cornell University

#### Contacts

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

### Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the Morrissey College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

#### Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: Two semesters of general chemistry with laboratory (CHEM1109–1110 and CHEM1111–1112 or CHEM1117–1118 and CHEM1119–1120), two semesters of organic chemistry with laboratory (CHEM2231–2232 and CHEM2233–2234 or CHEM2241–2242 and CHEM2243 and CHEM2234), one semester of analytical chemistry with laboratory (CHEM3351 and CHEM3353), one semester of inorganic chemistry with laboratory (CHEM3322 and CHEM3324), two semesters of physical chemistry (CHEM4475–4476), one semester of advanced methods with laboratory (CHEM5552 and CHEM5554),

and one semester of biochemistry (CHEM4465). In addition, the following are required: Two semesters of physics with laboratory (PHYS2200–2201 or PHYS-2100–2101 and PHYS2050–2051), and two or three semesters of calculus (MATH1102–1103 or MATH1105, and MATH2202 or MATH2203).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CHEM4491–4492 Introduction to Undergraduate Research I and II or CHEM5591–5592 Undergraduate Chemical Research I and II.

The recommended sequence for the Chemistry major is as follows:

#### *First Year*

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

#### *Second Year*

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

#### *Third Year*

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

#### *Fourth Year*

CHEM4465 Introduction to Biochemistry; elective or Core courses.

The ten 1-semester chemistry courses that comprise the chemistry major amount to 37 credits. The five 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 MCAS policy, a student must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor.

The following courses for non-science majors cannot be used to complete the minor: CHEM1102, CHEM1105, CHEM1106, CHEM1701 or CHEM1163. The following research courses cannot be used to complete the minor: CHEM4491–4492 or CHEM5591–5592.

#### **Information for Study Abroad**

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

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

#### **Fulfilling the Natural Science Core Requirement**

The requirement of two courses in natural science may be fulfilled by any of the following courses: CHEM1102 Intersection of Science and Painting, CHEM1105 Chemistry and Society I, CHEM1106 Chemistry and Society II, CHEM1701 Living in the Material World, CHEM1109 General Chemistry I with lab, or CHEM1110 General Chemistry II with lab. The courses specifically intended for students who are not science majors are CHEM1102, CHEM1103, CHEM1104, CHEM1105, CHEM1106, and CHEM1701.

#### **Biochemistry Major**

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

#### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

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

**Cross listed with ARTH1130**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

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*

#### **CHEM1105 Chemistry and Society I (Fall: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**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

Offered Annually

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, CHEM1112, CHEM1113, CHEM1114.

Satisfies Natural Science Core Requirement

Offered Annually

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

*Paul Davidovits***CHEM1110 General Chemistry II (Spring: 3)***Prerequisite:* CHEM1109.*Corequisites:* CHEM1111, CHEM1112, CHEM1113, CHEM1114.

Satisfies Natural Science Core Requirement

Offered Annually

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.

*Matthias Waegle***CHEM1117 Honors Modern Chemistry I (Fall: 3)***Prerequisite:* With permission of the Instructor. CHEM1117 is a prerequisite for CHEM1118.*Corequisites:* CHEM1119 and CHEM1121.

Satisfies Natural Science Core Requirement

Offered Annually

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.

*Shih-Yuan Liu***CHEM1118 Honors Modern Chemistry II (Spring: 3)***Prerequisite:* CHEM1117.*Corequisites:* CHEM1120, CHEM1122.

Satisfies Natural Science Core Requirement

Offered Annually

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.

*Marc Snapper***CHEM1161 Life Science Chemistry (Fall: 3)***Corequisites:* CHEM1163, CHEM1165.

Offered Annually

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

Satisfies Natural Science Core Requirement

Offered Annually

Core Renewal Course: Enduring Questions. For freshmen only.

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

*Dunwei Wang***CHEM2231 Organic Chemistry I (Fall: 3)***Prerequisite:* CHEM1110. CHEM2231 is a prerequisite for CHEM2232.*Corequisites:* CHEM2233 and CHEM2235.

Offered Annually

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.

*Holly Deak***CHEM2232 Organic Chemistry II (Spring: 3)***Prerequisites:* CHEM1109–1110, CHEM1111–1112; CHEM2231.*Corequisites:* CHEM2234, CHEM2236.

Offered Annually

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.

*Masayuki Wasa*

**CHEM2241 Honors Organic Chemistry I (Fall: 3)**

*Prerequisites:* CHEM1117–1118, CHEM1119–1120.

*Corequisites:* CHEM2243, CHEM2245.

**Offered Annually**

**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.

*James Morken*

**CHEM2242 Honors Organic Chemistry II (Spring: 3)**

*Prerequisites:* CHEM1117–1118, CHEM1119–1120, CHEM2241.

*Corequisites:* CHEM2234, CHEM2246.

**Offered Annually**

**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*

**CHEM3322 Introduction to Inorganic Chemistry (Spring: 3)**

*Prerequisites:* CHEM1109–1110. Though not required, one year of Organic Chemistry (CHEM2231–2232 or CHEM1118 and CHEM2241) is recommended as a prerequisite for this course.

*Corequisite:* Must be concurrently enrolled in CHEM3324.

**Offered Annually**

This course offers an introduction to inorganic chemistry. Topics include: applications of group theory to describe structure and bonding, coordination chemistry, organometallic chemistry, bioinorganic chemistry, crystal packing, and semiconducting and superconducting materials.

*Daniel Fox*

**CHEM3351 Analytical Chemistry (Fall: 4)**

*Prerequisites:* CHEM1109–1110.

*Corequisites:* CHEM3353, CHEM3355.

**Offered Annually**

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*

**CHEM3397 Research Module (Fall: 1)**

*Prerequisite:* With permission of the Department.

**Offered Annually**

**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:* BIOL2000; CHEM2231–2232 or equivalent.

*Corequisite:* CHEM4463.

**Offered Annually**

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*

**CHEM4462 Biochemistry II (Spring: 3)**

*Prerequisites:* CHEM2231–2232 or equivalent.

*Corequisite:* CHEM4464.

**Offered Annually**

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

*Abhishek Chatterjee*

**CHEM4465 Biochemistry (Chemistry Majors) (Fall: 3)**

*Prerequisites:* CHEM2231–CHEM2232.

*Corequisite:* CHEM4466.

**Offered Annually**

**This course fulfills the biochemistry requirement for the Chemistry major. Non-chemistry majors are requested to consult with the instructor before registering for this course.**

This course is an accelerated one-semester survey of the basic principles of biochemistry emphasizing a broad understanding of the chemical events in living systems. Although the course is an introduction to biochemistry, prior proficiency in general and organic chemistry is required. Topics will include structure and function of biological molecules, including proteins, enzymes, nucleic acids and biological membranes. Also covered in the course will be bioenergetics, metabolism and photosynthesis. Experimental methods will also be discussed as they relate to course topics.

*Jianmin Gao*

**CHEM4473 Physical Chemistry (Biochemistry Majors) (Fall/Spring: 3)**

*Prerequisites:* CHEM2231–2232, MATH1100–1101.

*Corequisites:* PHYS2211–2212 (or equivalent), CHEM4474.

**Offered Annually**

This course is an introduction to physical chemistry. The following topics are covered: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy. Applications to biochemical systems are emphasized.

*J. Fredrik Haeffner*

## ARTS AND SCIENCES

### CHEM4475 Physical Chemistry I (Fall: 3)

*Corequisites:* MATH2202, PHYS2209–2210 (or equivalent), CHEM4477.

#### Offered Annually

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.

#### Offered Annually

CHEM4475 is not a prerequisite for CHEM4476.

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.

*Udayan Mohanty*

### CHEM4491 Introduction to Undergraduate Research I (Fall: 3)

*Prerequisites:* With permission of the Instructor. With permission of the Department. CHEM1109–1110.

#### Offered Annually

CHEM5591–5592 or CHEM5593–5594 cannot be taken concurrently.

Continuation to CHEM4492 requires permission of the adviser.

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:* With permission of the Department. With permission of the Instructor. CHEM1109–1110.

#### Offered Annually

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.

*The Department*

### CHEM5511 Human Metabolism, Disease and Entrepreneurship (Fall: 3)

*Prerequisites:* Must have completed one year of organic chemistry and a course in biochemistry.

#### Offered Periodically

In this class, we will explore the relationships between cellular metabolism and human disease using a combination of lectures, critical readings, and patient encounters. We will follow the biochemistry and enzymology of some of the major human metabolic pathways, highlighting diseases involved in these pathways. Classes will include direct patient interactions and/or guest lectures by entrepreneurs that

are developing technologies to aid these patients. The goal of this class is to fuse an understanding of biochemical pathways to human disease and how to use this information to develop real world applications.

*Elizabeth O'Day*

### CHEM5522 An Introduction to Computational Chemistry (Spring: 3)

*Prerequisites:* One year of organic chemistry, a biochemistry course and a physical chemistry course.

#### Offered Annually

Precise molecular interactions are vital for life on Earth. Analyzing these is important for understanding molecular processes in the living cell. Computational chemistry complements experimental techniques for studying the energetics and dynamics of such interactions. This course offers hands-on experience in modeling biologically relevant molecules. An introduction to theory will be taught.

*J. Fredrik Haeffner*

### CHEM5523 Organometallic Chemistry (Spring: 3)

#### Offered Periodically

The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

This course will present concepts of organometallic chemistry, e.g., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

*Xiao-Xiang Zhang*

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

#### Offered Annually

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

*James Morken*

### CHEM5537 Mechanistic Organic Chemistry (Fall: 3)

#### Offered Annually

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.

*Shih-Yuan Liu*

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

#### Offered Periodically

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on

understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

*Thusitha Jayasundera*

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

*Prerequisite:* CHEM5531.

**Offered Annually**

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.

**Offered Annually**

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

*Kenneth R. Metz*

**CHEM5553 Advanced Methods in Chemistry II (Fall: 3)**

*Prerequisite:* CHEM3351.

*Corequisite:* CHEM5555.

**Offered Periodically**

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

*Kenneth R. Metz*

**CHEM5560 Principles of Chemical Biology (Fall: 3)**

*Prerequisites:* CHEM2231–2232 or equivalent.

**Offered Annually**

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*

**CHEM5581 Solid State Chemistry (Fall: 3)**

*Prerequisite:* CHEM3322.

**Offered Periodically**

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties, and applications of solid materials. We will cover concepts such as crystal

structures and defects, lattice energy, bonding in solids, and solid electrolytes. Emerging directions in solid state chemistry, including nanoscience, will be discussed as well.

*Udayan Mohanty*

**CHEM5591 Undergraduate Chemical Research I (Fall: 3)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

**Course is intended for seniors. Continuation to CHEM5592 requires permission of the adviser.**

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)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

**Course is intended for seniors.**

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 Undergraduate Biochemical Research I (Fall: 3)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

**Course is intended for seniors. Continuation to CHEM5594 requires permission of the adviser.**

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*

**CHEM5594 Undergraduate Biochemical Research II (Spring: 3)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

**Course is intended for seniors.**

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 Advanced Research in Chemistry I (Fall: 6)**

**Offered Annually**

**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*



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### CHEM5596 Advanced Research in Chemistry II (Spring: 6)

Offered Annually

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 Advanced Research in Biochemistry I (Fall: 6)

Offered Annually

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*

### CHEM5598 Advanced Research in Biochemistry II (Spring: 6)

Offered Annually

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 Senior Thesis Research in Chemistry I (Fall: 3)

Offered Annually

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

*The Department*

### CHEM6602 Senior Thesis Research in Chemistry II (Fall: 3)

Offered Annually

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

*The Department*

### CHEM6603 Senior Thesis Research in Biochemistry I (Fall: 3)

Offered Annually

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

*The Department*

### CHEM6604 Senior Thesis Research in Biochemistry II (Fall: 3)

Offered Annually

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

*The Department*

### CHEM6611 Scientific Communication in Chemistry I (Fall: 2)

*Prerequisite:* Undergraduates may enroll with permission of the instructors.

Offered Annually

This course seeks to best facilitate the transition of incoming graduate students to successful researchers in chemistry. Specifically, students in this

course will practice and improve on various communication skills including scientific presentations, as well as writing articles and proposals. Ethics and social responsibilities of performing chemical research will also be discussed.

*Matthias Waegle*

### CHEM6612 Scientific Communication in Chemistry II (Spring: 2)

Offered Annually

A continuation of CHEM6611. This course seeks to best facilitate the transition of incoming graduate students to successful researchers in chemistry. Specifically, students in this course will practice and improve on various communication skills including scientific presentations, as well as writing articles and proposals. Ethics and social responsibilities of performing chemical research will also be discussed.

*Jia Niu*

### CHEM6640 Computational Chemistry: Model, Method, and Mechanism (Fall: 3)

*Prerequisites:* CHEM2231–2232 (or equivalent) and CHEM4475–4476 (or equivalent) and MATH2202 (or equivalent).

Offered Annually

**This course is intended for graduate students and will be graded pass/fail.**

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.

*J. Fredrik Haeffner*

### CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)

*Prerequisites:* One year undergraduate physical chemistry course that has covered the fundamentals of thermodynamics, quantum mechanics, and statistical mechanics is strongly recommended. At least one and half years of a college level calculus sequence is recommended. Undergraduate students must seek permission to enroll.

Offered Annually

The course will cover modern methods in quantum mechanics, statistical mechanics, and dynamics, with applications to solid state, liquids, and biophysics. In quantum mechanics, topics will include particle in a box, time-independent perturbation theory, time-dependent perturbation theory, tunneling, and applications. In statistical mechanics, topics will include canonical partition function with applications to Bose and Fermi systems, solid-state physics, liquids, and biophysics. In dynamics, topics will include Fick's Law, regression hypothesis, time-correlation functions, and applications.

*Matthias Waegle*

## Classical Studies

### Faculty

**Kendra Eshleman**, *Associate Professor; Chairperson of the Department*; B.A., Swarthmore College; Ph.D., University of Michigan

**Gail L. Hoffman**, *Associate Professor*; A.B., Yale University; M.A.,

Ph.D., University of Michigan

**Maria Kakavas**, *Visiting Assistant Professor*; M.A., Boston College;

Ph.D., Boston University

**Christopher Polt**, *Associate Professor*; B.A., M.A., Boston University;

M.A. Ph.D., University of North Carolina at Chapel Hill

**Hanne Eisenfeld**, *Assistant Professor*; B.A., Brown University; M.A.,

Ph.D., The Ohio State University

**Mark Thatcher**, *Assistant Professor of the Practice*; B.A., Northwestern

University; Ph.D., Brown University

### Contacts

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

### Undergraduate Program Description

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

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

### Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or 30 credits), fall under three headings:

- Three courses or 9 credits (minimum) in Latin and/or Greek at the advanced level.
- Three courses or 9 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, Art, Art History, and Film, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

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

### Information for First Year Majors and Non-Majors

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

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

Completion of the second semester of Latin or Greek at the intermediate level will fulfill the Morrissey College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English. They make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If you have studied Latin or Greek for three or four years in high school, you may wish to try courses in Greek and Roman authors. For further information, consult the Chair of the Department.

### Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are advised individually, and, based on their academic records and the specific program, recommendations are made. Students should arrange to meet with the Chair of the Department when planning to study abroad.

### Core Offerings

The Department offers several courses that satisfy Core requirements. CLAS1702 Rome: Art, Regime, and Resistance and CLAS2205 Greek History will be offered in fall 2018, and CLAS2208 Art and Myth in Ancient Greece will be offered in spring 2019.

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### Licensure for Teachers

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

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### CLAS1010 Elementary Latin I (Fall: 3)

##### Offered Annually

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

*Maria Kakavas*

#### CLAS1011 Elementary Latin II (Spring: 3)

##### Offered Annually

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

*Kendra Eshleman*

#### CLAS1020 Elementary Ancient Greek I (Fall: 3)

##### Offered Annually

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)

##### Offered Annually

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

*Gail Hoffman*

#### CLAS1052 Intermediate Ancient Greek I (Fall: 3)

Cross listed with PHIL3052

##### Offered Annually

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*.

*Christopher Polt*

#### CLAS1053 Intermediate Ancient Greek II (Spring: 3)

Cross listed with PHIL3053

##### Offered Annually

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.

*Hanne Eisenfeld*

#### CLAS1056 Intermediate Latin I (Fall: 3)

##### Offered Annually

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.

*Elizabeth Sutherland*

#### CLAS1057 Intermediate Latin II (Spring: 3)

##### Offered Annually

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

*Elizabeth Sutherland*

#### CLAS1058 Advanced Intermediate Latin (Fall: 3)

##### Offered Annually

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*

#### CLAS1060 Elementary Modern Greek I (Fall: 3)

##### Offered Biennially

This course is an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

*Maria Kakavas*

#### CLAS1063 Intensive Reading in Latin (Summer: 3)

##### Offered Annually

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.

##### Offered Annually

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.

##### Offered Annually

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

*Maria Kakavas*

#### CLAS1186 Greek Civilization (Fall: 3)

##### Offered Annually

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*

**CLAS1702 Rome: Art, Regime, and Resistance (Fall: 3)***Corequisite:* SLAV1166.**Satisfies History I Core Requirement****Offered Periodically****Core Renewal: Enduring Questions. For freshmen only.**

Augustus, the first Roman emperor, boasted that he “found Rome a city of brick and left it a city of marble.” His urban revolution was not merely physical: in updating Rome as a new world capital, he also altered its narratives of civic and cultural identity, reshaping its historical myths as a way to redefine Roman virtues and vices. This course explores ways in which artists in the city of Rome contributed to, and contested, this Imperial project, examining how writers, artisans, and intellectuals in the early Empire worked to construct personal and communal identity within their urban landscape.

*Christopher Polt***CLAS2208 Art and Myth in Ancient Greece (Spring: 3)****Cross listed with ARTH2206****Satisfies Fine Arts Core Requirement****Offered Annually**

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman***CLAS2210 Roman Spectacles (Fall: 3)****Cross listed with HIST2207****Offered Annually**

Rome overflowed with spectacle: theatrical shows and gladiatorial combats, chariot races and military parades, animal hunts and funeral processions, ritual sacrifices and Christian martyrdoms. In this course we will explore what public spectacles looked like in Rome and why they were ubiquitous sights in the ancient world, paying special attention to: who produced public spectacles and what benefits they derived from them, tangible or otherwise; how spectators responded to and participated in such events; and how spectacular displays reinforced and/or challenged social norms and traditional values, both individually and for society at large. Students will have hands-on opportunities to reconstruct and perform select spectacles in order to reflect on the ancient and modern experience of spectacular public display.

*Christopher Polt***CLAS2230 Classical Mythology (Fall: 3)****Cross listed with ENGL2220****Offered Annually**

This course explores the mythology of ancient Greece, Rome, and the Near East within its cultural, political, historical, and religious contexts. You will meet (or renew your acquaintance with) mythical figures like Zeus, Gilgamesh, Medusa, and Helen as they appear in multiple literary genres and other artistic media. In order to analyze and interrogate these myths we will use ancient and modern frameworks for thinking about what mythology is and what it does. What can a myth

tell us about the civilization that created, adopted, or adapted it? What do our uses of Classical mythology—and our creations of our own myths—tell us about ourselves?

*Hanne Eisenfeld***CLAS2236 Roman Law and Family (Spring: 3)****Cross listed with HIST2206****Offered Annually**

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, 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****Offered Annually**

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***CLAS2254 The Culture of Athenian Democracy (Spring: 3)****Cross listed with HIST4202****Offered Annually**

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

*Gail Hoffman***CLAS2260 Drama and Society in Ancient Greece (Fall: 3)****Cross listed with ENGL2111****Offered Annually**

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



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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*

### CLAS3320 Roman Civil War Literature (Spring: 3)

#### Offered Annually

As soon as the Romans conquered an empire, they began tearing it apart, fighting a series of civil wars that ushered in a new imperial system. How did the Romans understand the experience of brother fighting brother? How did generals like Caesar and Augustus justify fighting their fellow Romans for their own gain? How did Roman poets use myth to explain the Romans' special curse of civil war? This course explores the theme of civil war in Roman literature, by reading in Latin selections from a series of texts—including Caesar's *Civil War*, Cicero's letters, Augustus' *Res Gestae*, Horace's *Odes*, and Vergil's *Aeneid*—in the historical and cultural context of Rome in the first century B.C.

*Mark Thatcher*

### CLAS3330 Aphrodite (Fall: 3)

#### Offered Annually

In this advanced Greek course we will follow Aphrodite through Greek poetry, tracking her appearances in epic, lyric, and on the tragic stage. How does the goddess of sex fit into the world's origins? What do her affairs have to do with Odysseus' wanderings? Can she be a fighter as well as a lover? Throughout the course we will interrogate the implications of genre and intrageneric conversation for Aphrodite's representations as well as considering how poetic representations interact with her existence in the spheres of art, religion, and politics.

*The Department*

### CLAS3332 Sanskrit (Spring: 3)

*Prerequisite:* Familiarity with an inflected language highly recommended.

Cross listed with LING3204

#### Offered 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*

### CLAS3340 Latin Pastoral Poetry (Spring: 3)

#### Offered Annually

*The Department*

### CLAS3356 Tacitus (Fall: 3)

#### Offered Periodically

A reading of the Nero books of Tacitus' *Annals*, accompanied by an investigation of Roman historiography and the history and culture of the Age of Nero, including the evolution of the Julio-Claudian principate, the flourishing of art, literature, and philosophy under Nero, and the complex interaction between art and imperial power.

*Kendra Eshleman*

### CLAS3370 Roman Comedy (Fall: 3)

#### Offered Annually

The Roman playwright Plautus inspired many of the greatest writers of Western comedy, including Shakespeare, Molière, and Wilde. This term we will read in Latin one full comedy, aiming to acquire a greater knowledge of Latin grammar and vocabulary and to improve

facility in reading Latin poetry. We will examine the genre more broadly by reading additional Roman comedies in English. We will also explore the cultural, material, and performance context of Roman theater.

*Christopher Polt*

### CLAS3382 Herodotus I (Spring: 3)

#### Offered Annually

Readings (in Greek) from the Histories of Herodotus, the first Greek historian. We will develop Greek reading skills and review grammar as necessary. Along the way, we will meet larger-than-life characters like Croesus, king of Lydia; Solon, the wise Athenian; and Themistocles, the wily trickster. We will explore some major themes of the work: the great deeds of both Greeks and non-Greeks, including the rise to power of both Persia and Athens; the clashing but also overlapping cultures of the Greek world; and the achievements of Greek wisdom and culture. Finally, we will place Herodotus in the cultural context of Archaic Greece and fifth-century Athens, reading the entire Histories and other texts in English, and discuss the place in the Greek literary tradition of this "most Homeric of historians."

*Mark Thatcher*

### CLAS3393 Senior Thesis (Fall: 3)

#### Offered Annually

*Kendra Eshleman*

### CLAS3394 Senior Thesis (Spring: 3)

#### Offered Annually

*Kendra Eshleman*

## Communication

### Faculty

**Lisa Cuklanz**, *Professor; Chairperson of the Department*; B.S., Duke University; M.A., Ph.D., University of Iowa

**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

**Matt Sienkiewicz**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin-Madison

**Michael Serazio**, *Assistant Professor*; B.A., University of San Francisco; M.S., Columbia University Graduate School of Journalism; M.A., Ph.D., University of Pennsylvania

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

**Anthony Tran**, *Assistant Professor*; B.A., Texas A&M University; M.A. University of North Texas; Ph.D., University of Wisconsin

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

**Marcus Breen**, *Assistant Professor of the Practice*; B.H.M.S./B.A., The University of Queensland; Litt. B., The Australian National University; Ph.D. Victoria University

**Ail E. Erol**, *Assistant Professor of the Practice*; B.A., Penn State University; M.A., George Mason University; Ph.D., Howard University

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

**Brett Ingram**, *Assistant Professor of the Practice*; B.A., Shippensburg University and the University of Lincolnshire; M.A., Northeastern University; Ph.D., University of Massachusetts Amherst  
**Celeste Wells**, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., University of Utah

#### Contacts

- Chairperson of the Department/Professor: Lisa Cuklanz, Ph.D., [cuklanz@bc.edu](mailto:cuklanz@bc.edu)
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- Academic Advisor: Kristin Hartnett, St. Mary's Hall South, Room S376, 617-552-2515, [kristin.hartnett@bc.edu](mailto:kristin.hartnett@bc.edu)
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- Fax: 617-552-2286

### Undergraduate Program Description

#### The Major in Communication

The Boston College Department of Communication is committed to the intellectual and ethical development of analytical and creative communication skills in our students, with particular emphasis on the effective functioning of circuits of communication, the impact of technological innovation on human beings and institutions, and the power relationships that develop through this interaction.

This program of study has led graduating majors to careers in communication industries and to success in fields related to communication including business, government/politics, international relations and negotiations, social and human services, health and education. Many majors have completed graduate programs in fields including communication, business and law.

**Thirty-three credits are required for the major.**

*For Classes 2018, 2019 and 2020:*

**Five Common Requirements (15 credits):**

- COMM1010 Rhetorical Tradition
- COMM1020 Survey of Mass Communication
- COMM1030 Public Speaking
- COMM1040 Interpersonal Communication  
(these four courses should be taken before any other courses in the major)
- COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Cultural (take one)

**One Theory Course (3 credits):**

- Any course numbered between COMM3360 and COMM3380
- Theory courses should, ideally, not be taken until after a student has completed Rhetorical Tradition, Survey of Mass Communication, Public Speaking, Interpersonal Communication, and the Communication Methods course.

**Two Writing Intensive Seminars (6 credits):**

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed the five common requirements. Freshmen and sophomores should never register for writing-intensive seminars.

**Three Electives (9 credits):**

- Electives may be chosen from any three-hour class offered by the department.

- A maximum of 6 transfer credits will be accepted by the department toward elective credits.
- One class of 3 credits or more from the Woods College may be counted toward an elective, with permission from the Director of Undergraduate Studies.
- Senior Internship Seminar, a 3-credit Comm elective, may be conducted only once during the senior year and used toward elective requirements.
- One-credit internships and courses **may not** be combined to total a 3-credit course.

*For Classes 2021 and beyond:*

**Four Common Requirements (12 credits):**

- COMM1010 Rhetorical Tradition
- COMM1020 Survey of Mass Communication
- COMM1030 Public Speaking
- COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Cultural (take one)

**One Critical Issues Course (3 credits): each course offered**

*periodically*

- Social Media
- Cultural Diversity in the Media
- Online Communication and Global Society
- Gender and Media
- Sports, Media and Culture
- Interpersonal Communication
- Media Violence
- Masculinity, Sexuality and Difference
- Persuasion
- Race at the Millennium

**One Theory Course (3 credits):**

- Any course numbered between COMM3360 and COMM3380
- Theory courses should, ideally, not be taken until after a student has completed Rhetorical Tradition, Survey of Mass Communication, Public Speaking and the Communication Methods course.

**Two Writing Intensive Seminars (6 credits):**

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed the four common requirements. Freshmen and sophomores should never register for writing-intensive seminars.

**Three Electives (9 credits):**

- Electives may be chosen from any three-hour class offered by the department.
- A maximum of 6 transfer credits will be accepted by the department toward elective credits
- One class of 3 credits or more from the Woods College may be counted toward an elective, with permission from the Director of Undergraduate Studies.
- Senior Internship Seminar, a 3-credit elective, may be conducted only once during the senior year and used toward elective requirements.
- One-credit internships and courses **may not** be combined to total a 3-credit course.

### Information for First Year Majors:

Freshmen and sophomores may declare the Communication major with Mrs. Kristin Hartnett, Academic Advisor, in the department in St. Mary's Hall South. Juniors and seniors should schedule an appointment with Prof. Christine Caswell, Director of Undergraduate Studies.

The common requirements: Rhetorical Tradition, Survey of Mass Communication, Public Speaking, Communication Methods (and Interpersonal Communication for Classes 2018–2020) are pre-requisites for all other Communication classes. Majors should not register for theory, writing intensive or electives until those courses are completed.

### Information for Study Abroad:

The department strongly advises majors to be on track to complete seven courses to the major by the end of junior year. The four common requirements must be among those courses completed. All students wishing to study abroad must meet with the Director of Undergraduate Studies for permission. A maximum of two electives to the major may be conducted abroad with her permission.

### Internship Program

COMM1901 Communication Internship, a 1-credit pass/fail course.

COMM5589 Senior Internship Seminar, a 3-credit course, is open to senior Communication majors. In addition, potential interns must have completed a minimum of six courses in communication including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

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

### Honors Program

The honors program in the Department of Communication is targeted towards exceptional communication majors, defined as those whose overall GPA is 3.70 or higher. To be invited to join the honors program, a student must have an overall GPA of 3.70 or higher at the conclusion of their freshman year (summer courses will be counted if taken for BC graded credit). Students will be invited to the program in the fall semester of their sophomore year prior to spring registration. The honors program requires enrollment in an honors methods course in sophomore spring and an honors writing course in their junior year. In addition, students in the honors program will complete a thesis in order to officially graduate with department honors. A more complete description of the program is available on the department website or in the Honors Handbook in the department's main office or contact Professor Celeste Wells, Director of the Communication department Honors Program.

### Contacts

Questions about the Communication curriculum, study abroad, academic credit for internships, internship approval, course substitution forms and transfer credits should be directed to Prof. Christine Caswell, Director of Undergraduate Studies, St. Mary's Hall South, Room S375, 617-552-6148, [caswellc@bc.edu](mailto:caswellc@bc.edu).

To declare the major and discuss general course of study, please contact Mrs. Kristin Hartnett, Academic Advisor, St. Mary's Hall South, Room S376, 617-552-2515, [kristin.hartnett@bc.edu](mailto:kristin.hartnett@bc.edu).

Dr. Lisa Cuklanz, Department Chair, [cuklanz@bc.edu](mailto:cuklanz@bc.edu).

Department website: [www.bc.edu/communication](http://www.bc.edu/communication).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### COMM1010 The Rhetorical Tradition (Fall/Spring: 3)

Offered Annually

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.

*Celeste Wells*

#### COMM1020 Survey of Mass Communication (Fall/Spring: 3)

Offered Annually

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.

*Lindsay Hogan*

#### COMM1030 Public Speaking (Fall/Spring: 3)

Offered Annually

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)

Offered Annually

Required course for Communication majors in Classes of 2018, 2019 and 2020. Satisfies Critical Issues course required within Communication major for Class of 2021 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*

#### COMM1050 Translating Theory to Practice (Fall/Spring: 1)

Offered Annually

This course carries 1 credit.

As a Communication student at Boston College you have been, and will continue to be, provided with numerous opportunities to learn about communication at both theoretical and practical levels in multiple areas within our discipline (e.g., media, rhetoric, culture, gender, health, interpersonal, family). The objective of this course is to assist you in discerning how your education in the field of communication

will prepare you to ask and eventually answer questions about your life, vocation, and role in the lives of others. Each week, a Communication department faculty member or guest speaker from the professional world will address a topic relevant to students on the precipice of entering the workforce, including (but not limited to): how to discuss academic research in language that resonates with employers in fields such as public advocacy, broadcasting, advertising, public relations, and consulting; whether/how to pursue graduate study; and how to present yourself in job applications and interviews.

*The Department*

**COMM1701 American Social Norms and Values: The Case of Disney (Spring: 3)**

*Corequisite:* ENGL1725.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

How does our culture determine social norms, values and behaviors, and what influence does media have on these? This course examines how one particular media conglomerate, the Disney corporation, influences society's view of acceptable and preferable social constructs. By analyzing Disney's media and other cultural products students will examine the implications and global impact of their persuasive messages.

*Rita Rosenthal*

**COMM1702 Being Human in a World of Artificial Intelligence: A Secular-Humanist Perspective (Spring: 3)**

*Corequisite:* THEO1706.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Artificial Intelligence (AI) lends itself to a multidisciplinary investigation of human ingenuity as well as philosophical questions about the meaning of life. Communication, Media and Cultural Studies have explored the question, what does it mean to be human? Drawing on moral philosophy. AI has intensified this investigation of the human quest for secular, rational knowledge using a variety of texts including science fiction, poetry, television and cinema. Concepts like "The Singularity" have furthered the discussion of perspectives contrasting the secular views of AI's scientific reason, intelligence and knowledge with spirituality and mysticism.

*Marcus Breen*

**COMM1703 The Rhetoric of Social Inequality in America (Spring: 3)**

*Corequisite:* SOCY1711.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course looks at the role that rhetoric (i.e., communication and social interaction) plays in creating, maintaining and forwarding social inequality in America. The course draws upon critical, scholarly work covering inequality of class, race, gender, and sexuality to analyze artifacts in the media (e.g., commercials, television, film, music). Students will consider the ways that rhetoric regarding inequality, meritocracy, capitalism, and the American Dream has been embedded in their communicative experience and impacted their notion of individual and group responsibility as it relates to inequality in order to become more thoughtful about how they perceive and engage the world.

*Celeste Wells*

**COMM1902 Digital Storytelling (Spring: 1)**

**Offered Annually**

**This course carries 1 credit.**

Storytelling is an essential part of every community, organization, and business. However, the channels through which stories are told have evolved. With the advent of the internet, digital media now combines tradition with technology. Narratives can be told in new, multidimensional ways with video, audio, blogs, text, images, and graphics. The purpose of this course is to help you understand why communication professionals and, moreover, civilizations throughout human history create and value stories. You will also learn how to employ a variety of digital technologies to create compelling content. This will be achieved through examining the underlying concepts and technical processes involved in telling stories for delivery on the desktop, the mobile device or tablet.

*The Department*

**COMM2180 Masculinity, Sexuality, and Difference (Spring: 3)**

**Cross listed with SOCY3368**

**Offered Annually**

**Satisfies one of three elective courses required within the Communication major.**

**Satisfies Critical Issues course required within Communication major for Class of 2021 and beyond.**

This course will examine constructions of masculinity and sexuality in Western society from a critical cultural perspective. We will consider the ways in which cultural narratives about "acceptable" masculine behaviors and attitudes catalyze social conflicts, reinforce established power hierarchies, and organize the modes of being available to people of different gender identities and sexual orientations. We will also evaluate the liberatory potential of emergent discourses and practices that seek to cultivate greater acceptance of diversity, and promote social healing. There will be a concentrated focus on popular cultural forms (especially television, film, music, sports, and social media) that are particularly influential to contemporary men and boys.

*Brett Ingram*

**COMM2181 Gender, Identity, and Sexuality (Fall: 3)**

**Offered Annually**

This course aims to provide an introduction and foundation to the field of gender and sexuality studies. The course will explore the relationship between sex, gender, sexuality, and identity, while also looking at the intersections of race, class, ethnicity, culture, and other positionalities. The course will review the history of gender and sexuality studies, the social construction of identities, the power and privilege of certain identities, the impact of media and popular culture on our understanding of identity, as well as the social movements and future of the LGBTQ+ populations and other identities

*The Department*

**COMM2182 Black Popular Culture (Fall/Spring: 3)**

**Cross listed with AADS2182**

**Offered Annually**

**Satisfies one of three electives courses required within the Communication major**

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



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rhetoric to center our discussion of black popular cultural texts such as television shows, films, music, poetry, and fashion. Course evaluation will be based on regular quizzes, two short papers, and a creative project.

*Anjali Vats*

### COMM2184 Sports, Media, Culture (Fall: 3)

Offered Annually

Satisfies one elective within the Communication major

Sports have long played a vital yet complex role in culture and this course examines that intersection of sports, the mass media, and society. We will appraise and debate the ways in which sports are functional or problematic in their impact on and relationship to players, fans, journalists, co-cultural groups, and nations. Students will read both scholarly and journalistic reflections, view popular and documentary film, and analyze fan experiences, mediated presentations, and critical social issues. In short, we will go beyond the box score to understand the importance—and deconstruct the hype—that accompanies modern sports.

*Michael Serazio*

### COMM2209 Asian American Media (Fall: 3)

Offered Annually

Satisfies one of the three required elective courses required within the Communication major.

This course examines the dynamic roles of Asians and Asian Americans in media and pop culture, past and present. By exploring their representations and involvement in areas such as Hollywood, television, independent documentaries, stand-up comedy, music, and online media, we can better understand the complex experiences and critical issues related to Asian diasporas. This course will include short writing assignments and exams.

*Anthony Tran*

### COMM2210 Broadcast and Digital Communication (Summer: 3)

Offered Periodically

Satisfies one of three elective courses required within the Communication major

This course introduces the student to a broad sampling of broadcast and digital writing styles utilized across many industry platforms. Areas of focus include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences. The theories, ethics and practices of this genre of communication will be introduced as well as interview methods and techniques. Case studies and practical assignments complement classroom discussions. Instructor is an industry veteran with expertise in how to apply classroom theory to practice.

*Christine Caswell*

### COMM2213 Fundamentals of Audio I (Fall/Spring: 3)

Offered Annually

Lab fee required. Satisfies one of three elective courses required within the Communication major

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces, and will take home a portfolio of work at the end of the semester.

*The Department*

COMM2218 From the Maori to Middle Earth: Communicating Colonization through Contemporary Work in New Zealand (Summer: 3)

Offered Periodically

*Celeste Wells*

### COMM2221 Digital Media Field Production (Fall/Spring: 3)

Offered Annually

COMM2221 was formerly numbered COMM2223. Students who have taken COMM2223 TV Field Production should not take COMM2221.

Satisfies one of three elective courses required within the Communication major

With the ubiquitous nature of video streaming on desktops, mobile phones and tablets, the influence of video storytelling has never been greater or more pervasive—and the demand for skilled digital storytellers to fill those increasingly ubiquitous screens is stronger than ever. This course offers professional guidance and hands-on experience to develop the skills, techniques and disciplines necessary for the creation of digital media produced in the field. Students will write and produce their own video programs, becoming familiar with all aspects of production and post production, including producing, performing, directing, single-camera shooting, sound recording, and location lighting, as well as editing, digital effects, and graphics. In the process, students will develop a discerning eye for what makes an effective, professional, aesthetically pleasing video production, while they build a portfolio that can be used during job or graduate program interviews.

*The Department*

### COMM2222 Studio Television Production (Fall/Spring: 3)

Offered Annually

Lab fee required. Satisfies one of three elective courses required within the Communication major

This course is designed to introduce students to the theories, tools, and techniques of television production. The focus of this class is on developing the production skills necessary for creating effective television communication. To pursue this goal, students will combine the information from the course's texts with practical experience in the form of exercises and the creation of their own television programs. While producing and directing their programs, students, working in crews, will learn to operate studio television equipment and develop an understanding of how messages are communicated using "live" or "life-on-tape" production methods.

*The Department*

### COMM2225 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with ENGL2125, HIST2502, and SOCY2225

Offered Annually

Fulfills Women Writer's requirement for ENGL/LSOE majors.

Satisfies one of three elective courses required within the Communication major.

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.

*The Department*

**COMM2278 Social Media (Fall/Summer: 3)**

**Offered Annually**

**Satisfies one of three elective courses required within the Communication major. Satisfies Critical Issues Course requirement for Class of 2021 and beyond.**

This course explores the history, development and use of social media. It connects to the liberal arts and the digital humanities through the lens of social justice. It will build a foundation of knowledge about social media with project-based research. The course identifies the established disciplinary fields of the humanities such as philosophy, literature, culture, religion, art, music, history, politics and language in comprehending the world, using these fields as a foundation with which to critically explore various modes of expression, ideas and values in social media about social justice. Students will have the opportunity to identify contemporary issues in social media in projects that reflect critical thinking goals.

*Marcus Breen*

**COMM2291 Persuasion (Fall: 3)**

**Offered Annually**

**Satisfies one of three elective courses required within the Communication major.**

**Satisfies Critical Issues course required within Communication major for Class of 2021 and beyond.**

The course combines the theory and practice of persuasion. Students will examine current theories and research concerning influence, coercion, and manipulation. They will then apply these theories to current events and design a persuasive campaign.

*Rita Rosenthal*

**COMM2293 Advanced Public Speaking (Spring: 3)**

**Offered Annually**

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings. Students will research, organize, develop, and deliver presentations with emphasis upon the strategic delivery of messages that will be adapted to out of class situations. The role of being a critical audience member is a final goal of the class.

*Rita Rosenthal*

**COMM3330 Communication Methods: Social Science**

**(Fall/Spring: 3)**

**Offered Annually**

**One of COMM3330 or COMM3340 is required for the Communication major.**

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

*The Department*

**COMM3335 Communication Methods: Honors (Spring: 3)**

**Offered Annually**

**Open to students in departmental honors**

This course is an honors introduction to research methods used in communication research. Students will learn how to ethically conduct research; develop a working knowledge of the IRB and associated requirements; learn the process of creating a compelling research question/hypothesis; acquire the skills necessary to gather and analyze data; and write initial scholarship regarding their potential thesis project. Overall, this course will create a strong foundation for students who will conduct their own research. Students will demonstrate their understanding of the material as well as their ability to apply the material through exams, a research project, an oral presentation, and daily participation.

*Brett Ingram*

**COMM3340 Communication Methods: Critical/Cultural**

**(Fall/Spring: 3)**

**Offered Annually**

**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 Media Theory (Fall/Spring: 3)**

**Offered Annually**

**Satisfies the required theory course in the Communication major. Students that have taken Mass Communication Theory may not take Media Theory.**

The mass media wields tremendous power—this course investigates that power across a wide variety of social, cultural, and political dimensions. We will read an assortment of theoretical approaches to mass communication, looking at both the structural constraints in the production process and the interpretive agency of audiences. Our targets for analysis will be similarly wide-ranging, drawn from advertising, journalism, entertainment, and social media.

*The Department*

**COMM3377 Visual Communication Theory (Fall/Spring: 3)**

**Offered Annually**

**Satisfies the required theory course in the Communication major**

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

*Ann Barry*

**COMM4425 Broadcast Century Issues (Fall/Spring: 3)**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is

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an assessment of the major issues and events that have helped form broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith*

**COMM4429 Globalization and the Media (Fall: 3)**

**Cross listed with INTL4429**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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.

*Marcus Breen*

**COMM4431 Religious Expression in the Digital Age**

**(Fall/Summer: 3)**

**Offered Periodically**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors**

This writing intensive seminar examines religious expression within the current digital moment of social acceleration, infinite interconnections and expanding cultural spaces. Recent surveys show that while Americans are less affiliated with institutional religions, they still seek spiritual meaning and connections. This course explores how the digital age offers new opportunities for religious expression as well as challenges to traditional religious authorities. Students will discuss emerging theories on digital media and the intersections of media and religion. In order to critically examine the representation of religion in digital media spaces, students will engage with contemporary case studies, such as meditation apps, Neopagan online rituals, Muslim fashion gurus on Instagram, spirituality podcasts, Evangelical Christian “mommy” blogs, Jewish dating sites and the Pope’s Twitter feed. This course is a writing intensive seminar with a required twenty five page research paper.

*Kristin Peterson*

**COMM4442 Intercultural Communication (Fall/Spring: 3)**

**Cross listed with AADS4442**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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.

*Michael Serazio*

**COMM4448 Television Criticism (Spring: 3)**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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)**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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)**

**Offered Annually**

**Satisfies one of two writing intensive course requirements within the Communication major. Restricted to juniors and seniors.**

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

*Lisa Cuklanz*

**COMM4452 News Media/Democracy (Fall: 3)**

**Cross listed with JOUR2252**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major**

The press plays an essential role in America and the world. This course aims to equip students to become critical news consumers with both a skilled understanding of how journalism works and political literacy about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry examples, we will tackle the news media critically across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; studying and practicing the craft of opining writing and social advocacy; and evaluating and critiquing the performance of the press across these fronts.

*Michael Serazio*

**COMM4462 Popular Music and Identity (Fall: 3)**

**Offered Annually**

**Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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 (Fall: 3)****Offered Annually****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***COMM4472 Race, Law, and Media (Fall/Spring: 3)****Cross listed with AADS4472****Offered Annually****Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.**

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

*Anjali Vats***COMM4475 Introduction to Honors (Fall/Spring: 3)****Offered Annually****Open to students in departmental honors. Satisfies one of two writing intensive courses required within the Communication major**

This course is an honors-level introduction to communication research and scholarship. This course will move beyond the initial concepts explored in research methods and required survey courses in order to prepare students to conduct their thesis research. Students will demonstrate their ability to apply the material through exams, oral presentations, daily participation and the completion of a 25 page thesis prospectus.

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

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.

*Lisa Cuklanz***COMM4901 Readings and Research—Communication (Fall/Spring: 3)****Prerequisites:** Permission of the instructor and completion of the five introductory required COMM courses.**Offered Annually****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:** With permission of the Department.**Offered Annually****This course is for seniors only.***The Department***COMM4962 Senior Research Seminar (Fall: 3)****Offered Annually**

This is an honors-level seminar that focuses on the processes of research and design conceptualization and explication in order to provide students with the capability to design and enact original communication-based research. Students will demonstrate competence with the material through oral presentations, active participation in class, and the completion of a fully-developed and executed research project.

*The Department***COMM5500 Debate Practicum (Fall/Spring: 1)****Prerequisites:** Participation on the intercollegiate debate team and permission of the instructor.**Offered Annually****This course carries 1 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, six completed BC communication courses (including core requirements), and permission of the instructor.**Offered Annually****This course may not be repeated. Satisfies one of three elective courses required within the Communication major**

This course gives senior communication majors an opportunity to pursue a 15–20 hour per week internship in a specific field of Communication. Practical experience will be supplemented by discussions of relevant theoretical constructs. Periodic discussion group seminars will enhance a student's immersion in the industry. Adherence to professional protocol is expected. A field research paper is required as well as supervisor evaluations. 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; Thèse d'État, University of Paris

**James Gips**, *Courtesy Appointment, Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Howard Straubing**, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

**Sergio Alvarez**, *Associate Professor; Chairperson of the Department*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

**Robert Muller**, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

**Robert P. Signorile**, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**José P. Bento**, *Assistant Professor*; University of Porto, Portugal; Ph.D., Stanford University

**Ziyuan Meng**, *Visiting Assistant Professor*; Ph.D.; Florida International University

**Emily Prud'hommeaux**, *Assistant Professor*; A.B., Harvard University; M.A. University of California, Los Angeles; Ph.D. Oregon Health and Science University

**Lewis Tseng**, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

**William Griffith**, *Visiting Assistant Professor*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

**Vahid Montazerhodjat**, *Assistant Professor of the Practice*; Ph.D.; Massachusetts Institute of Technology

**Anjum Biswas**, *Visiting Lecturer*; M.S. University of California, Irvine; B.E. Thapar University

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- www.bc.edu/cs

**Undergraduate Program Description**

The Computer Science Department offers major programs in the Morrissey College of Arts and Sciences leading to the degrees of bachelor of arts and bachelor of science as well as minor and concentration programs in Computer Science and Bioinformatics and a concentration in Computer Science for students in the Carroll School of Management. The Information Systems Department offers a program in Information Systems. Consult their listing under the Carroll School of Management for a program description. For further information, contact the Computer Science Department at St. Mary's Hall, Second Floor South, 617-552-3975.

**Bachelor of Arts in Computer Science**

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

Bachelor of arts students complete a 34-credit computer science component, supplemented by a mathematics component rooted in calculus. For most students, the program requires completion of fourteen 3-credit courses along with one 1-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 or CSCI1103 Computer Science I Honors
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation (Fall)
- CSCI2244 Randomness and Computation (Spring)
- CSCI2271 Computer Systems (Spring)
- CSCI2272 Computer Organization and Lab (Fall)
- CSCI3383 Algorithms (Fall)

All these courses are 3 credits with the exception of CSCI2272, which is 4 credits. The remaining 12 credits will typically be earned from four courses with 3 credits earned through any CSCI courses numbered CSCI2000 or above and at least 9 of the credits earned from courses at the CSCI3000 level 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 also 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 or CSCI1103 Computer Science I Honors
- CSCI1102 Computer Science II

- CSCI2243 Logic and Computation (Fall)
- CSCI2244 Randomness and Computation (Spring)
- CSCI2271 Computer Systems (Spring)
- CSCI2272 Computer Organization and Lab (Fall)
- CSCI3372 Computer Architecture and Lab (Spring)
- CSCI3383 Algorithms (Fall)

All these courses are 3 credits with the exception of CSCI2272 and CSCI3372, which are 4 credits.

Of the 12 credits of electives, 3 credits must be earned from one course in the social and ethical issues cluster (CSCI2260–2267) and at least 9 credits must be from courses numbered CSCI3000 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 also 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:

##### **Class of 2018, 2019, and 2020:**

- 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 Introduction to Abstract Mathematics, or any MATH course 3000 or higher;

##### **Class of 2021 and future classes:**

- MATH1103 Calculus II (Math/Science majors) or MATH1105 Calculus II–AP (Math/Science majors)
- MATH2202 Multivariable Calculus
- MATH2210 Linear Algebra
- Any MATH course 3000 or higher.

For the class of 2021 and future classes Linear Algebra will now be required as one of the higher-level math courses, not only a recommended course as in past years. 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 3 credits. Non-overlapping AP and IB credit can be used to meet the requirement of the additional 3-credit science elective. Students may complete the lab science requirement in several ways. Eligible introductory sequences are:

- Biology (BIOL2000/2010/2040 or BIOL2000/3030/2040)
- Chemistry (CHEM1109/1111/1113, CHEM1110/1112/1114 or CHEM1117/1119/1121, CHEM1118/1120/1122)
- Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Earth and Environmental Sciences

**Option 1:** EESC1132/1133 followed by EESC2220/2221 or EESC2250/2251 or EESC2264/2265 or EESC2285/2286

**Option 2:** Two of EESC2210/2211, EESC2202/2212, EESC2203/2213, EESC2204/2214, EESC2205/2215, EESC2206/2216, EESC2207/2217, EESC2208/2218 followed by EESC2220/2221

#### **Departmental Honors**

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

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

#### **The Minor Program**

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

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

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- One of CSCI2271 Computer Systems, CSCI2272 Computer Organization (with Lab) or any 3000-level elective
- One elective course numbered 2000 or above
- Two elective courses numbered 3000 or above

All these courses are 3 credits with the exception of CSCI2272, which is 4 credits.

#### **Interdisciplinary Concentration in Bioinformatics**

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses:

##### *Core Requirements*

- BIOL4200 Introduction to Bioinformatics **NOTE:** Students have the option to substitute a semester of undergraduate research (e.g., in the labs of Prof. Clote) in place of BIOL4200. If this option is used, no other course may be substituted by research.
- BIOL5240 Computational Foundations of Bioinformatics
- MATH2226 Probability for Bioinformatics (students may also substitute MATH4426 Probability or BIOL2300 Biostatistics or BIOL2310 Biostatistics Honors)

##### *Elective Requirements*

- **Any one additional biology course at the level of BIOL2200 or above.** BIOL2200 is recommended. Students with high school AP Biology may take BIOL3040 Cell Biology, BIOL3050 Genetics, BIOL3150 Intro to Genomics, BIOL4140 Microbiology, or BIOL4400 Molecular Biology instead.
- **Any three computer science courses at the level of CSCI1101 or above.** (CSCI1101 or CSCI1103) and CSCI1102 are recommended. Upper-level courses well-suited to the concentration include CSCI1127 Introduction to Scientific Computation, CSCI3345 Machine Learning, and CSCI3383 Algorithms.

- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of Prof. Clote). Students wishing to pursue this option should see the Biology Department 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 beginning with CSCI1101, including three required courses and 6 credits of elective courses.

The three required courses are:

- CSCI1101 Computer Science I or CSCI1103 Computer Science I Honors
- CSCI1102 Computer Science II
- Either CSCI2271 Computer Systems or CSCI2272 Computer Organization and Lab

The 6 elective credits must consist of:

- 3 credits at the level of CSCI2000 or higher
- 3 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 B.S. and B.A. 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 MATH1101–1102 (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 CSCI1103 Computer Science I Honors 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 periodically offers introductory 3-credit courses in computer science: CSCI1074, CSCI1075, CSCI1101, CSCI1103, and CSCI2227.

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

CSCI1075 is a gentle introduction to computer programming for non-majors. Students will learn about computers and computer software by working with a small personal robot. Students will learn the Python programming language, and write Python programs to control their robot's behavior, explore its environment, and perform various tasks. As we get our robots to do more and more, we learn how software is designed and written to solve real problems.

CSCI1101 and CSCI1103 are the introductory programming courses. One of these 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 either CSCI1101 or CSCI1103 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 or CSCI1103.

CSCI2227 is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language.

### **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 the Chairperson of the Department or Undergraduate Program Director about starting the Computer Science course sequence with CSCI1102.

#### Course Availability

Most introductory courses (e.g., CSCI1101, CSCI1103, and CSCI1102) are available every semester. CSCI1074 and CSCI1075 are offered periodically. All courses that are required for the major are offered at least once each academic year with the exception of CSCI3327, Computer Architecture which is offered only in alternate years (B.S. students planning to go abroad should see the undergraduate program director to discuss any scheduling conflicts). Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

#### Course Credit Information

All Computer Science courses are prefixed by the letters CSCI and are registered as courses in the Morrissey College of Arts College of Arts and Sciences. However, because the department serves both the Morrissey College of Arts College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CSCI1157, CSCI2257, and CSCI2258) are cross-listed with the Information Systems Department in the Carroll School of Management.

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### CSCI1101 Computer Science I (Fall/Spring: 3)

*Prerequisite:* No formal prerequisite, but some experience with computers is helpful. The class consist 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.

**Satisfies Mathematics Core Requirement**

**Offered Annually**

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. Please note: At the start of the registration period, only a limited number of places are made available for the classes of 2019 to 2021. If you are unable to sign up during the initial registration period, you can put your name on the waiting list by visiting the Computer Science department office in St. Mary's South, 2nd floor.

*Howard Straubing*

#### CSCI1102 Computer Science II (Fall/Spring: 3)

*Prerequisite:* CSCI1101.

**Offered Annually**

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.

*Ziyuan Meng*

#### CSCI1103 Computer Science I Honors (Fall/Spring: 3)

*Prerequisite:* No formal prerequisite, but some experience with computers is helpful. The class consists of a lecture and a discussion group. When you register for the lecture you are required to register for one of the corresponding discussion groups.

**Offered Annually**

**Students will be well prepared for the following course CSCI1102 Computer Science II. Students who are unsure about the fit should consult with Professor Muller.**

This is the honors introductory computer science course. The course is organized around three themes: (1) computation, as a subject of study, (2) coding, as a skill and (3) computer science, as an introduction to the field. The first half of the course explores computation from a simple mathematical perspective. From this point of view, computing can be understood as a natural extension of basic algebra. Midway through, the course turns to a machine-oriented view, considering storage and processor architecture, mutation and mutation-based repetition idioms. The course explores a number of fundamental algorithms with applications in various disciplines. Good program design methodology is stressed throughout. The course is taught using the OCaml programming language. (OCaml is closely related to the F# and Swift programming languages.)

*Robert Muller*

#### CSCI2243 Logic and Computation (Fall: 3)

*Prerequisite:* CSCI1101.

**Offered Annually**

A course in the mathematical foundations of Computer Science, illustrated throughout with applications such as sets and functions, propositional and predicate logic, induction and recursion, basic number theory and mathematical models of computation such as formal languages, finite state machines, and Turing machines.

*Howard Straubing*

#### CSCI2244 Randomness and Computation (Spring: 3)

*Prerequisites:* CSCI1101 and Calculus.

**Offered Annually**

This course presents the mathematical and computational tools needed to solve problems that involve randomness. For example, an understanding of random variables allows us to efficiently generate the enormous prime numbers needed for information security, and to quantify the expected performance of a machine learning algorithm beyond a small data sample. An understanding of covariance allows high quality compression of audio and video. Topics include combinatorics and counting, random experiments and probability, random variables and distributions, computational modeling of randomness, Bayes' rule, laws of large numbers, vectors and matrices, covariance and principal axes, and Markov chains.

*Vahid Montazerhodjat*

#### CSCI2254 Web Application Development (Spring: 3)

**Offered Annually**

**This course is formerly CSCI1054.**

In this course students will create interactive web-based applications. We begin by learning basic web page creation and client side scripting. Then emphasis shifts to creating pages that use server-side



scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using HTML5, CSS3, PHP, JavaScript, MySQL, and Wordpress. Some prior programming experience required.

*Robert Muller*

### **CSCI2257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisite:* ISYS2157/CSCI1157 or CSCI1101

**Cross listed with ISYS3257**

**Offered Annually**

**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*

### **CSCI2267 Technology and Culture (Fall/Spring: 3)**

**Cross listed with SOCY6670, ISYS2267 and PHIL6670**

**Offered Annually**

**Satisfies Computer Science Requirement.**

**Satisfies 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.

**Offered Annually**

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.

*Edward Sciore*

### **CSCI2272 Computer Organization and Lab (Fall: 4)**

*Prerequisite:* CSCI1101.

**Offered Annually**

This course studies the internal organization of computers and the processing of machine instructions. Students will obtain a high-level understanding of how to design a general-purpose computer, starting with simple logic gates. 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 data paths, instruction formats, and control units. CSCI2272 includes laboratory-based computer hardware activities in which the students design and build digital circuits related to the topics of the course.

*The Department*

### **CSCI3344 Mobile Application Development (Fall: 3)**

*Prerequisite:* CSCI1102.

**Offered Annually**

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently taught using Google’s Android platform. The course will focus on software and user interface design, emphasizing best practices. The course will examine issues arising from the unique characteristics of mobile input devices including touch and gesture input, access to a microphone, camera, and orientation and location awareness. We will also explore engineering aspects of targeting small memory platforms and small screens. Students will be required to design and develop substantial projects by the end of the course.

*Robert Signorile*

### **CSCI3346 Data Mining (Fall: 3)**

*Prerequisites:* CSCI1101 or equivalent is required. CSCI1102 and either CSCI2244 or MATH2245 are recommended.

**Offered Annually**

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*

### **CSCI3353 Object-Oriented Design (Spring: 3)**

*Prerequisite:* CSCI1102.

**Offered Biennially**

Students will learn the ideas behind object-oriented languages and the corresponding programming techniques. Topics include design patterns, database access through Java, and server-side programming.

*Edward Sciore*

### **CSCI3359 Distributed Systems (Fall: 3)**

*Prerequisites:* CSCI2271. With permission of the Instructor.

**Offered Annually**

Students will learn the major paradigms of distributed computing including client-server and peer-to-peer models. Topics studied in these models include communication, synchronization, performance, fault-tolerance and security. Students will learn how to analyze the correctness of distributed protocols and will be required to build distributed applications.

*Lewis Tseng*

### **CSCI3363 Computer Networks (Fall: 3)**

*Prerequisite:* CSCI2271.

**Offered Annually**

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.

**Offered Annually**

**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 and Lab (Spring: 4)

*Prerequisite:* CSCI2272.

**Offered Biennially**

This course discusses hardware considerations in computer design. Topics include hardware description languages, arithmetic and logic units, input/output circuits, memory hierarchy, instruction programming and control, data paths, pipelining, processor design, and advanced architecture topics. CSCI3372 includes laboratory-based computer hardware activities in which students design and build digital circuits related to the topics of the course.

*The Department*

### CSCI3383 Algorithms (Fall: 3)

*Prerequisites:* CSCI1102, CSCI2243, and CSCI2244.

**Offered Annually**

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.

*The Department*

### CSCI4911 Readings in Computer Science (Fall/Spring: 3)

**Offered Annually**

**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)

**Offered Annually**

**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*

### CSCI5564 Computational Models of Cognition (Fall/Spring: 3)

*Prerequisites:* Two courses in computer programming and undergraduate courses in developmental psychology and cognitive psychology. Students who do not have this background should consult with the instructor on how to prepare.

**Cross listed with PSYC5564**

**Offered Annually**

Introduction to computational theories of human cognition. Focus on principles of inductive learning and inference, and the representation of knowledge. Computational frameworks covered include Bayesian and hierarchical Bayesian models; probabilistic graphical models; non-parametric statistical models and the Bayesian Occam's razor; sampling algorithms for approximate learning and inference; and probabilistic models defined over structured representations such as first-order logic, grammars, or relational schemas. Applications to understanding core aspects of cognition, such as concept learning and categorization, causal reasoning, theory formation, language acquisition, and social inference. Undergraduate students must have some prior experience with computer programming and have taken at least five courses in psychology and/or computer science (or instructor permission). Graduate students do not have any formal prerequisites but are encouraged to take into account the undergraduate prerequisites when planning their course of study.

*Joshua Hartshorne*

## Earth and Environmental Sciences

### Faculty

**George D. Brown, Jr.**, *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

**J. Christopher Hepburn**, *Professor Emeritus*; A.B., Colgate University; A.M., Ph.D., Harvard University

**James W. Skehan, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

**Emanuel Bombolakis**, (*Retired*) *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**Ethan Baxter**, *Professor; Chairperson of the Department*; B.S., Yale University; Ph.D., University of California-Berkeley

**John E. Ebel**, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**Gail C. Kineke**, *Professor; Director of Graduate Studies*; B.A., Princeton University; M.A., Ph.D., University of Washington

**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

**Seth C. Kruckenberg**, *Associate Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

**Noah P. Snyder**, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

**Carling Hay**, *Assistant Professor*; B.S., McGill University; Ph.D., University of Toronto

**Jeremy D. Shakun**, *Assistant Professor; Director of Undergraduate Studies*; B.A., Middlebury College; M.S., University of Massachusetts, Amherst; Ph.D., Oregon State University

**Corinne I. Wong**, *Assistant Professor*; B.A., B.S., University of the Pacific; M.S., Ph.D., University of Texas, Austin

**Tara Pisani Gareau**, *Assistant Professor of the Practice; Director, Environmental Studies Program*; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of California, Santa Cruz

### Contacts

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- Director of Undergraduate Studies: Dr. Jeremy Shakun, jeremy.shakun@bc.edu
- www.bc.edu/earth

### Undergraduate Program Description

An undergraduate in the Department of Earth and Environmental Sciences will develop a major program in one of two majors: Environmental Geoscience or Geological Sciences. Within the requirements discussed below, programs can be designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the department for a variety of reasons including: (1) a desire to work professionally in Earth and environmental sciences, (2) a desire to obtain a preparatory foundation for post-graduate work in Earth and/or environmental science, environmental studies, environmental policy, resource management, environmental law, or similar fields, (3) a desire to teach Earth and environmental science in secondary schools, or (4) a general interest in the discipline. 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. Whether understanding hazards and environmental challenges such as earthquakes, landslides, floods, sea level rise, and climate change, exploring for Earth's energy and mineral resources, or working with governmental agencies or industry to analyze pollution problems, the Earth and environmental sciences provide exciting possibilities for a rewarding career.

### Major Requirements: Environmental Geoscience

The field of Environmental Geoscience is interdisciplinary and evolving. This bachelor of science program serves as an excellent major for students who wish to concentrate in the scientific aspects of sustainability, including those who might not be looking toward professional careers as scientists. Many Environmental Geoscience students go on to graduate work in environmental law, environmental policy, or sustainability studies. Students majoring in Environmental Geoscience should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area.

To provide students with training in the interdisciplinary nature of Environmental Geoscience, the major includes an introductory sequence in Environmental Systems (EESC2201–2208), consisting of nine 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. They are usually offered as two-course pairs, with one course meeting for the first half of the semester and another course 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, 2–4 Environmental Systems courses are offered each semester. Environmental Geoscience majors are required to take 12 credits toward this requirement. Students have the option to take our introductory geology course, *Exploring the Earth* (EESC1132–1133), to fulfill 4 credits.

Students in this major must complete the following course requirements:

(A) 12 credits from EESC2201–2209 (2 credits each, plus laboratories EESC2211–2219) and/or EESC1132–1133 (4 credits)

- Environmental Systems: The Human Footprint (EESC2201)
- Environmental Systems: Ecosystems (EESC2202)
- Environmental Systems: Water Resources (EESC2203)
- Environmental Systems: The Critical Zone (EESC2204)
- Environmental Systems: Climate Change (EESC2205)
- Environmental Systems: Oceans (EESC2206)
- Environmental Systems: Earthquakes (EESC2207)
- Environmental Systems: Quantitative Methods (EESC2208)
- *Exploring the Earth* (EESC1132/1133)

*Note:* Some substitutions are possible. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, 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 3 credits can be from 1000-level courses.
- Up to 6 credits can be from 2000-level courses.
- Up to 6 credits can be from approved non-EESC courses. (Approved courses: all ENVS courses, BIOL3210, BIOL4450, BIOL5130, CHEM2231, CHEM4475, CSCI1127, ECON2277, ECON2278, ECON3391, ECON3392, HIST2406, HIST4703, INTL2260, MATH3305, PHIL5515, PHIL5534, PHYS3301, SOCY3346, SOCY3349, SOCY3350, SOCY5562, THEO5429, or other courses, such as field camps, by permission of the Undergraduate Studies Committee.)

- Up to 3 credits of independent study (EESC5596–EESC5598) can count toward this requirement.

(D) Senior research experience (at least 4 credits)

- EESC5582 and EESC5583 Senior Research seminar (2 credits each), or
- EESC5595 Senior Thesis (at least 6 credits)

(E) Three corequisite courses in Natural Sciences and Mathematics (12 credits)

- Calculus II (MATH1101, MATH1103 or MATH1105) and
- Two semesters of Physics with labs (PHYS2200/2050 and PHYS2201/2051), or
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120), or
- Three semesters of Biology (BIOL2000, BIOL2010, and lab BIOL2040)

AP credits cannot substitute for the Physics, Chemistry, or Biology corequisite (E) above. Students planning to go on to graduate programs in science are encouraged to take at least four semesters of introductory Physics, Chemistry, and/or Biology.

#### *Information for First-Year Environmental Geoscience Majors*

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (EESC2201–2208, with laboratories EESC2211–2218) and/or Exploring the Earth (EESC1132–1133) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

#### **Major Requirements: Geological Sciences**

This major combines elements of traditional Earth and environmental sciences programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Two required courses (8 credits)

- Exploring the Earth (EESC1132) with laboratory EESC1133, 4 credits
  - Earth Materials (EESC2220) with laboratory EESC2221, 4 credits
- Note:* Any pair of Environmental Systems courses (EESC2201–2208, plus labs) can substitute for EESC1132.

(B) At least 11 credits from the following courses:

- Stratigraphy and Sedimentation (EESC2264) with laboratory EESC2265, 4 credits
- Structural Geology (EESC3385) with laboratory EESC3386, 4 credits
- Introduction to Geophysics (EESC3391), 3 credits
- Petrology (EESC3378) with laboratory EESC3379, 4 credits

(C) At least 19 credits of elective courses, with the following requirements:

- Electives include all EESC courses and approved interdisciplinary options (below).
- Up to 3 credits toward this requirement may be from a 1000-level course
- At least 7 credits must be from EESC courses numbered 3000 or above.
- Up to 6 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 6 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 with labs (PHYS2200/2050 and PHYS2201/2051)
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120)

AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

*Note:* All Geological Sciences majors are strongly encouraged to take a geology summer field course, which can count toward requirement C.

#### *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 labs (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. Jeremy Shakun) 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 7 additional credits from departmental courses numbered 1000 or higher

(C) At least 3 additional credits from a departmental course numbered 2000 or higher

(D) At least 3 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 add-drop date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by 5:00 p.m. on April 20, or if that is on a weekend or holiday, 5:00 p.m. on the first regular day of classes thereafter. Students can also write a senior thesis under the Morrissey 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 (numbered EESC1XXX) 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, EESC1132, and EESC1180 are courses that provide insight into the wide scope of geoscience subjects. Other Core offerings (such as EESC1146, EESC1150, EESC1157, EESC1170, EESC1172, EESC1174, EESC1177, and EESC1187), cover more specific sub-fields, such as oceanography, climate change, water resources, astronomy, or evolution. The department participates in the Core Renewal process, offering both Complex Problems (for example, EESC1501, EESC1506) and Emerging Questions (for example, EESC1701, EESC1702) courses for first-year students. 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 (Professor Jeremy Shakun, [jeremy.shakun@bc.edu](mailto:jeremy.shakun@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 (Prof. Professor Jeremy Shakun, [jeremy.shakun@bc.edu](mailto:jeremy.shakun@bc.edu)).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### EESC1125 Exploring Earth History (Spring: 3)

**Satisfies Natural Science Core Requirement**

**Offered Annually**

"The earth is not finished, but is now being and will forever be remade." C.R. Van Hise (1898) The objective of this course is to describe the history of the earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. The use of animations and demonstrations will enhance your understanding of some major topics.

*Kenneth G. Galli*

#### EESC1132 Exploring the Earth (Fall: 4)

*Corequisite:* EESC1133.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

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*

#### EESC1140 Our Mobile Earth (Summer: 3)

**Satisfies Natural Science Core Requirement**

**Offered Annually**

This course will provide you with an introduction to the structure of Earth and the dynamic processes that continuously shape and remodel its surface. During class, we will discuss the formation and evolution of the oceans and continents within the framework of the modern theory of plate tectonics. The locations, causes, and effects of earthquakes and volcanoes are presented. The dynamics within Earth which drive the tectonic plates are outlined.

*Jennifer Cole*

#### EESC1146 Origin and Evolution of Life on Earth (Spring: 4)

*Corequisite:* EESC1147.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the natural sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search for life on other planets.

*Paul K. Strother*

#### EESC1150 Astronomy (Fall: 3)

**Satisfies Natural Science Core Requirement**

**Offered Annually**

Astronomical observations and theories date back to the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. Emphasis is on large-scale concepts and on how we know what we know about the stars, our galaxy, and the universe. The course covers these discoveries and ideas from the earliest days of astronomy to many of the recent, exciting advances.

*Thomas Kuchar*

#### EESC1157 Oceanography (Fall: 4)

*Corequisite:* EESC1158.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical, and biological processes. Topics include origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, causes and effects of ocean currents and circulation, marine ecology, and biological productivity

in the ocean. An understanding of the ocean's role in the health and evolution of the planet is stressed, with special emphasis on coastal areas. Two and a half hours of lecture and one two-hour laboratory each week.

*The Department*

**EESC1163 Environmental Issues and Resources (Summer: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**Hybrid Course**

This hybrid Core course includes three themes: (1) Intro to Environmental Geology, (2) How to write well and how to write field trip reports, (3) How to use Google Earth to understand Earth Materials and Processes. Learn about the major processes at work inside and on the surface of the earth. Learn to be a careful observer and to write succinct field trip reports, through two field trips and the writing of a field trip report. Each class is designed to examine the facts, historical background, and through in-class exercises, homework, and field trips, provide experience in analyzing and solving real world problems associated with environmental issues, resources, and sustainability. Demonstrations, videos, readings, and several field trips underscore important concepts and applications and the importance of careful observation. Online Google Earth exercises, done remotely, will introduce the power of this geographic application to understand geology.

*Kenneth G. Galli*

**EESC1168 Environmental Geosciences: Earth Processes and Risks (Fall/Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**This course may be taken independently of EESC1167.**

This course will explore the dynamic processes operating on and within the earth and how those processes can impact humans. We will explore the nature of natural disasters, including river and coastal flooding, volcanic eruptions, earthquakes, landslides, severe storms, climate changes, and bombardment by rare extraterrestrial objects. Emphasis will be placed on understanding the current science used to predict the occurrences of these disasters, how accurate those predictions are, and the associated mitigation practices.

*The Department*

**EESC1170 Rivers and the Environment (Fall: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

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 Environment (Fall: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course

examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El Niño, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects are explored. A one hour laboratory/discussion is required.

*The Department*

**EESC1174 Climate Change and Society (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

Global climate change may be one of the biggest issues facing humanity in the twenty-first century. We investigate the scientific basis for global warming forecasts from what is well known to what is deeply uncertain based on theory, models, and the geologic record of earth's climate history. We discuss the political, economic, and social dimensions surrounding the global warming debate and explore the current and potential impacts of climate change on developed and developing societies. Connections to recent media will be emphasized to give students an up-to-date view on the state of our national conversation on climate change.

*Jeremy Shakun*

**EESC1177 Cosmos (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

**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.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

This core course provides a broad and modern presentation of the major topics and principles of Earth Science. The lectures will cover all the fundamental subjects of geology, with emphasis on earth materials such as minerals, rocks, and internal and external Earth processes, with a brief overview of important aspects of Earth history. The labs will involve hands-on work studying minerals, igneous rocks, sedimentary rocks, metamorphic rocks, viscosity, weathering and running water, formation of ripples and sand dunes, plate tectonics, fossils, and earthquakes, in addition to a local field geology trip during lab time. Additional topics may be covered if time allows.

*Ken Galli*

**EESC1182 The Living Earth II (Spring: 4)**

*Corequisite:* EESC1183.

**Offered Annually**

This is the second semester of EESC1180. This course may be taken independently of EESC1180.

*Michael Barnett*

### **EESC1187 Geoscience and Public Policy (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Offered Annually**

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

*Alan Kafka*

### **EESC1702 Living on the Water: Coasts, Development, and Sea Level Change from Venice to Boston (Fall: 3)**

*Corequisite:* Must be concurrently enrolled in ARTH1701.

**Satisfies Natural Science Core Requirement**

**Offered Periodically**

**Core Renewal Course: Enduring Questions**

Why do humans build cities on the water? How do humans impact the coast in intentional and inadvertent ways? The cities of Venice and Boston provide case studies for probing these enduring questions. We will explore the fundamental earth processes that define characteristics of coastlines around the world and the forces that bring about change. The human impacts of coastal development will be examined using a historical (last 1500 years) and a more modern (last 400 years) perspective. We will consider current projects and proposals to accommodate sea level and make predictions about future change.

*Gail Kineke*

### **EESC2201 Environmental Systems: The Human Footprint (Fall/Spring: 2)**

*Corequisite:* EESC2211.

**Offered Annually**

Humans have become an increasingly significant force on Earth system, including the atmosphere, biosphere, and hydrosphere. This course explores the influence of humans on natural systems and how environmental solutions and consequences link to social, political, economic, health, and justice issues. Specifically, we will discuss topics related to population growth, energy, agriculture, urbanization, and environmental justice. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.

*The Department*

### **EESC2202 Environmental Systems: Ecosystems (Fall: 2)**

*Corequisite:* EESC2212.

**Offered Annually**

This course provides an introduction to the science of ecology, the interaction of organisms and their physical environment. Concepts include food webs, trophic dynamics, and ecosystem services. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience majors.

*Tara Pisani Gareau*

### **EESC2203 Environmental Systems: Water Resources (Spring: 2)**

*Corequisite:* EESC2213.

**Offered Biennially**

Life on Earth depends on the presence of liquid water. For humans, fresh water is a vital resource. This course explores the science of hydrology including: the water cycle, surface and ground water flow,

water use by humans, and threats to water supply. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience majors.

*The Department*

### **EESC2204 Environmental Systems: The Critical Zone (Spring: 2)**

*Corequisite:* EESC2214.

**Offered Annually**

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience majors.

*Rudolph Hon*

### **EESC2206 Environmental Systems: Oceans (Spring: 2)**

*Corequisite:* EESC2216.

**Offered Periodically**

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO<sub>2</sub>. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated, and vulnerable regions on earth. The course provides an introduction to the ocean's role in earth processes and explores topics and challenges facing a changing planet through case studies and critical and analytical thinking.

*Gail Kineke*

### **EESC2220 Earth Materials (Spring: 4)**

*Prerequisites:* EESC1132 or at least two from EESC2201–EESC2208.

*Corequisite:* EESC2221.

**Offered Annually**

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary, and metamorphic processes are investigated to develop the classifications of these groups of rocks.

*Ethan Baxter*

### **EESC2264 Stratigraphy and Sedimentation (Fall/Spring: 4)**

*Prerequisite:* EESC1132.

*Corequisite:* EESC2265.

**Offered Biennially**

Sedimentary rocks cover most of the surface of the earth and are valuable repositories for energy and information about the history of the earth. The goal of this course is to teach students how to "read" the history recorded in these rocks. This course will cover the basics of sedimentary rock description recognition and correlation over long distances in the field. We will also learn about the processes that produce sediment; transportation of sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. A 3-hour lab is required.

*The Department*

### **EESC2297 Environmental Hydrology (Fall: 3)**

*Prerequisite:* EESC1132, EESC1170 or EESC2203.

**Offered Annually**

An introduction to hydrologic processes on and near the Earth's surface. Topics include all major components of the land phase of

the hydrologic cycle—precipitation, infiltration, evapotranspiration, groundwater, and streamflow—emphasizing surface water and ground water as a single resource. Hydrologic processes will be discussed in the context of ecosystems, community infrastructure, and public health.

*The Department*

**EESC3310 Agroecology: The Science of Sustainable Agriculture (Fall: 4)**

*Prerequisites:* BIOL2010 or EESC2201 and EESC2202 or by permission of the instructor.

**Offered Periodically**

Conventional agriculture, while responsible for enormous increases in yield, has undermined the natural resources that support agricultural yield and ecosystem services. Yet there is a pressing need to maintain yield in the face of climate change. How can we meet the food needs of a growing human population without clearing more forests, polluting rivers and the atmosphere, overdrawing from aquifers, and threatening the existence of wild species? In this course we will learn how the principles of ecology can be applied to the design, management, and analysis of agroecosystems and agricultural landscapes with the goal of creating a sustainable food system.

*Tara Pisani-Gareau*

**EESC3335 Topics in Geobiology (Spring: 3)**

*Prerequisite:* Two years of college work or permission of the instructor.

**Offered Biennially**

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's 4-billion-year rock record. These long term interactions between the biosphere and the lithosphere that have resulted in irreversible changes in the Earth's surface environment. Course content begins with a review of Earth systems science and biogeochemical cycles along with the organisms that produce those cycles. Next, we examine the role played by the environment in biological evolution—biogeography, speciation, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.

*Paul K. Strother*

**EESC3380 Environmental Oceanography (Spring: 3)**

*Prerequisite:* EESC1132.

**Offered Biennially**

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail C. Kineke*

**EESC3385 Structural Geology (Fall/Spring: 4)**

*Corequisite:* EESC3386.

**Offered 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 intra-granular deformation mechanisms. The 3-hour laboratory consists of in-class problems and some field-based problems.

*Seth Kruckenberg*

**EESC4455 Exploration Seismology (Fall/Spring: 4)**

*Prerequisites:* MATH1102–1103, PHYS2211–2212.

*Corequisite:* EESC4456.

**Offered Periodically**

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing, and presentation of seismic refraction and reflection data.

*John E. Ebel*

**EESC4464 Environmental Data Exploration and Analysis (Spring: 3)**

*Prerequisite:* EESC4464.

**Offered Annually**

The emphasis of the course will be on learning to think statistically and computationally, and to write computer programs to analyze Earth science data sets. The students will learn how to use Matlab to perform exploratory data analysis, critically assess datasets, write and call functions, visualize their data, and perform numerical and statistical analyses (e.g., linear regression, clustering). In addition to Matlab, the course will also introduce students to other programming languages including Python and R. This class is designed for students with little to no programming experience.

*Carling Hay*

**EESC4480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* EESC4481.

**Offered Annually**

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*

**EESC4484 Aqueous Geochemistry (Fall: 3)**

*Prerequisites:* CHEM1109–1110, MATH1102–1103.

**Offered Biennially**

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

*Rudolph Hon*



**EESC5140 Isotope Geochemistry and Geochronology (Fall: 3)**

*Prerequisites:* One semester of Calculus, one semester of Chemistry, Earth Materials (EESC2220), or permission of instructor.

**Offered Biennially**

This course will introduce the various isotopic methods that are used in the Earth Sciences. Topics will include: (1) radiogenic isotopes in geochronology and petrogenesis, including U-Th-Pb, K-Ar, Rb-Sr, and Sm-Nd, (2) light stable isotopes in geology, biogeochemistry, and paleothermometry, including C, H, O, N, and S, and (3) non-traditional stable isotopes in biogeochemistry, oceanography, and cosmochemistry including Fe, Mo, Cu, Ni, and Ca. We will emphasize the geochemical behavior, analytical methods, and specific applications of these isotope systems in geology.

*Ethan Baxter*

**EESC5536 Topics in Geobiology (Spring: 3)****Offered Annually**

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 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, specialization, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.

*Paul Strother*

**EESC5549 Climate Change Debates (Fall: 3)****Offered Biennially**

This advanced seminar seeks to provide an overview of the science of global change and a critical evaluation of the literature through a survey of current scientific debates. We will cover a wide range of issues from topics in radiative forcing, oceans, atmosphere, cryosphere, paleoclimate, biological feedbacks, and impacts. Students will be expected to read papers and lead discussions, write assessments of each climate debate, and prepare a final term paper evaluating the scientific consensus on climate change in the context of the debates we cover.

*Jeremy Shakun*

**EESC5582 Senior Environmental Geoscience Research Seminar I (Fall: 2)****Offered Annually**

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.

*Carling Hay*

**EESC5583 Senior Research Seminar II (Spring: 3)****Offered Annually**

EESC5583 is the second semester of a two-course sequence that introduces students to the process of conducting original scientific research.

*Gail Kineke*

**EESC5586 Advanced Environmental Oceanography (Spring: 3)**

*Prerequisite:* EESC1132.

**Offered Biennially**

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail Kineke*

**EESC5595 Senior Thesis Seminar (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member.

**Offered Annually**

Independent study in Geological Sciences or the Environmental Geosciences under the direction of a faculty member for undergraduate students. Normally runs for two semesters of the senior year. See university catalog or department website for information about department honors theses.

*The Department*

**EESC5596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member.

**Offered Annually**

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.

**Offered Annually**

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.

**Offered Annually**

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.

**Offered Annually**

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*

**EESC6655 Exploration Seismology (Fall/Spring: 4)**

*Prerequisites:* MATH1102–1103, PHYS2211–2212.

*Corequisite:* EESC4456.

**Offered Periodically**

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing, and presentation of seismic refraction and reflection data.

*John E. Ebel*

**EESC6664 Data Exploration and Analysis (Spring: 3)****Offered Annually**

The emphasis of the course will be on learning to think statistically and computationally, and to write computer programs to analyze Earth science data sets. The students will learn how to use Matlab to perform exploratory data analysis, critically assess datasets, write and call functions, visualize their data, and perform numerical and statistical analyses (e.g., linear regression, clustering). In addition to Matlab, the course will also introduce students to other programming languages including Python and R. This class is designed for students with little to no programming experience.

*Carling Hay*

**EESC6684 Water and Aqueous Systems (Fall: 3)****Offered Annually**

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 non-equilibrium thermodynamics of water-rock systems.

*Rudolph Hon*

**EESC6691 Earth Systems Seminar (Fall: 3)****Offered Periodically**

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

*Seth Kruckenberg*

**EESC6695 Microstructure Seminar (Spring: 3)**

*Prerequisite:* EESC3385 Structural Geology; EESC3378 Petrology; or permission of the instructor.

**Offered Annually**

This course explores the micromechanical and physical processes of rock deformation in the lithosphere, as revealed through the quantitative analysis of rock microstructure. Using a mixture of lecture, laboratory projects, and readings from the scientific literature, this course

further explores the ways in which concepts from structural geology, petrology, and geochronology can be integrated with microstructural analysis to deduce tectonic histories.

*The Department*

**Economics****Faculty**

**David A. Belsley**, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Frank M. Gollop**, *Professor Emeritus*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Francis M. McLaughlin**, *Associate Professor Emeritus*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Harold A. Petersen**, *Associate Professor Emeritus*; A.B., DePauw University; Ph.D., Brown University

**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*; B.S., Boston College; M.S., Ph.D., Brown University

**Peter T. Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Stefan Hoderlein**, *Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

**Peter N. Ireland**, *Professor*; B.A., M.A., Ph.D., University of Chicago

**Hideo Konishi**, *Professor*; *Chairperson of the Department*; 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

**Julie Mortimer**, *Professor*; B.A., Carleton College; Ph.D., University of California–Los Angeles

**Alicia Munnell**, *Professor*; B.A., Wellesley College; Ph.D., Harvard University

**Claudia Olivetti**, *Professor*; B.A., University of Rome; M.A., Ph.D., University of Pennsylvania

**Joseph F. Quinn**, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Fabio Schiantarelli**, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

**Uzi Segal**, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

**Tayfun Sonmez**, *Professor*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

**Richard W. Tresch**, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**M. Utku Unver**, *Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

**Zhijie Xiao**, *Professor*; B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University

**Mehmet Ekmekci**, *Associate Professor*; B.S., Bogazici University, Turkey; Ph.D., Princeton University

## ARTS AND SCIENCES

**Michael Grubb**, *Associate Professor*; B.S., University of Pennsylvania; Ph.D., Stanford University

**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**S. Anukriti**, *Assistant Professor*; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

**Ryan Chahrour**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

**Danial Lashkari**, *Assistant Professor*; B.Sc., M.Sc., University of Tehran; Ph.D., Massachusetts Institute of Technology

**Tzuo Law**, *Assistant Professor*; B.S., Duke University; Ph.D., University of Pennsylvania

**Jaromir Nosal**, *Assistant Professor*; B.A., Warsaw School of Economics; Ph.D., University of Minnesota

**Anant Nyshadham**, *Assistant Professor*; B.S., University of Pennsylvania; Ph.D., Yale University

**Dongho Song**, *Assistant Professor*; B.A., Seoul National University; Ph.D., University of Pennsylvania

**Richard Sweeney**, *Assistant Professor*; B.S., Boston College; Ph.D., Harvard University

**Rosen Valchev**, *Assistant Professor*; B.S., B.A., Duquesne University; M.A., Ph.D., Duke University

**Can Erbil**, *Professor of the Practice*; B.A., Bogazici University; Ph.D., Boston College

**Christopher Maxwell**, *Professor of the Practice*; B.A., University of Pennsylvania; Ph.D., Harvard University

**Paul L. Cichello**, *Associate Professor of the Practice*; B.A., Boston College; Ph.D., Cornell University

**Tracy Regan**, *Associate Professor of the Practice*; B.A., University of Arizona; Ph.D., University of Arizona

**Sam Richardson**, *Associate Professor of the Practice*; B.A., Stanford University; Ph.D., Harvard University

### Contacts

- Director of Undergraduate Studies: Paul Cichello, 617-552-0107, paul.cichello@bc.edu
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- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu
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- [www.bc.edu/economics](http://www.bc.edu/economics)

### Undergraduate Program Description

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. The two required courses in quantitative methods, ECON1151 and ECON2228, develop analytical and empirical research skills. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, financial econometrics, industrial organization, consumer

economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

### The Core

Principles of Economics-Micro and Macro (ECON1131 and ECON1132) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may be taken first, if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

### Major Requirements

A minimum of 35 credits, consisting of six required courses and five electives, are required for the economics major. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and Econometrics (ECON2228). At least three of the five electives must be upper-level courses, i.e., 3000-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (ECON2201 or 2203) and Macroeconomic Theory (ECON2202 or 2204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Please Note: All Economics courses counting toward the major and minor are 3-credit courses with the exception of Statistics (ECON1151) and Econometrics (ECON2228), which are 4-credit courses.

The Economics major is designed to be structured. Students should take both ECON1131 and ECON1132 before taking economics courses other than Statistics. Students normally take ECON1131 before ECON1132, although ECON1132 may be taken first. Consult the Department's web page ([www.bc.edu/economics](http://www.bc.edu/economics)) for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses.

- Those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would generally take both Theory classes, Econometrics, and an elective in the junior year.
- Statistics should be taken as soon as possible, preferably no later than sophomore year.

Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 2000-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 3000-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 50, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of

the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MATH1100, MATH1102 (preferred), or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MATH1100–1101, MATH1102–1103 (preferred), or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in mathematics.

### Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (ECON2203–2204) in place of the standard Theory sequence (ECON2201–2202). However, students who have already completed ECON2201–2202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics as soon as possible and then Econometrics (ECON2228). MATH1100–1101, MATH1102–1103 (preferred), or the equivalent are prerequisites for both Honors Theory courses and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (ECON4497–4498) in the senior year under the direction of a faculty member. Honors students take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

### Minor Requirements

The minor in Economics consists of five required courses and two electives, a minimum of 22 credits. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), and Macroeconomic Theory (ECON2202 or 2204). At least one of the two electives must be an upper-level course. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MATH1100, MATH1102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

### Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–1132) and Statistics (OPER1135 or 1145). In addition, CSOM students may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses, for a total of at least 21 credits in Economics. The four additional courses are Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements

of the Morrissey College of 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 limit applies: A maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses, Statistics, and Econometrics may not be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston College. (The transferred courses may include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. Note, finally, that the limits apply in total to all courses taken outside the Department. For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for one elective taken abroad.

### Economics Internship

ECON1199 Economics Internship, a 1-credit course, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in ECON1199 is required to complete an approval form that can be obtained in the Dean's Office of the Morrissey College of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency or organization supervisor must provide an evaluation to the Director of Undergraduate Studies. The internship is graded on a pass/fail basis. Credits received through internships cannot be applied to the credits required for completing the major, minor, or CSOM concentration. Only one such credit will be counted toward the 120 required for graduation.

### Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors and the Office of International Programs for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; University in Italy; and Melbourne University in Australia.

To ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and at least one Theory course. At a minimum, all



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students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows:

- Up to two of the five electives that are required for the Morrissey College of Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements.
- The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad.
- Electives previously transferred from outside the Department, such as from a summer program, reduce the number of electives that can be transferred from study abroad.
- Microeconomic and Macroeconomic Theory, Statistics, and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. Theory courses must be completed by the end of junior year. For example, students who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students should meet with their advisors to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ECON1131 Principles of Economics I—Micro (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

Open to freshmen, sophomores, and juniors. Course is open to seniors by department permission.

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.

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#### ECON1132 Principles of Economics II—Macro (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

Open to freshmen, sophomores, and juniors. Course is open to seniors by department permission.

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. 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*

#### ECON1151 Statistics (Fall/Spring: 3)

Offered Annually

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*

#### ECON1701 Human Disease: Health, the Economy, and Society (Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

Core Renewal Course: Enduring Questions. For freshmen only.

About 9% of the world's economic resources (and 18% of the United States' resources) are devoted to health care—the prevention and treatment of human disease. This course will explore the social consequences of and responses to infectious and chronic diseases. Economics can provide insight into why researchers focus more on some diseases than others, why some health care systems work better than others, and how health care resources might be deployed more efficiently. Students will develop the ability to analyze the broader context and consequences of human disease, with a focus on the economics of health care policy.

*Samuel Richardson*

#### ECON1702 Life, Money and Health: The Economics of Healthcare (Fall: 3)

Corequisite: UNAS1702.

Satisfies Social Science Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

Is health care a human right? Should firms profit from a person's poor health? Is the private sector more efficient than the public sector in providing care? This class will answer these questions using basic tools of economic analysis like costs versus benefits, efficiency versus equity, and private versus public goods. The supply and demand framework can be used to understand vaccine shortages, the obesity epidemic, and monopoly pricing in pharmaceuticals. Adverse selection and moral hazard can help us understand the ongoing debate regarding the ACA. Other current events like CTE, concierge medicine, and the opioid epidemic will be discussed.

*Tracy Regan*

#### ECON2201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: ECON1131 and MATH1100.

Offered Annually

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.**Offered Annually**

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: 4)***Prerequisites:* MATH1100 and ECON1131. Multivariable calculus recommended but not required.**Offered Annually**

A more intensive analytical treatment of the same material presented in ECON2201, plus some additional topics. Multivariable calculus is recommended but not required: constrained optimization techniques will be used extensively but will be taught early in the course. Highly recommended for students interested in doing graduate work in economics.

*Sam Richardson***ECON2204 Macroeconomic Theory: Honors Level (Spring: 3)***Prerequisites:* ECON1131, ECON1132, and MATH1100.

Multivariate Calculus MATH2202 recommended.

**Offered Annually**

A more intensive treatment of the same material presented in ECON2202 covering the theory and practice of macroeconomics. Open to anyone who has done well in Principles of Economics. The course focuses on the underlying determinants of economic growth, unemployment and inflation by developing and analyzing a variety of models. A central feature of the course includes understanding the ability and limitations of macroeconomic policy for stabilizing the business cycle and promoting long-term growth.

*Robert Murphy***ECON2206 Real Estate and Urban Action (Fall: 3)****Cross listed with BSLW2206****Offered Annually**

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.

Real Estate and Urban Action is a class in which students explore the interdisciplinary fields that are engaged in neighborhood revitalization. The course uses the transformation of the failed Columbia Point housing project (Dorchester, MA) into Harbor Point, a successful mixed income neighborhood, as a core teaching case study, highlighting how successful redevelopment addresses the social and economic needs of community residents. Classes include guest lectures from developers, public planning officials, and supportive services experts on the social, cultural, and political factors critical to transforming distressed neighborhoods into safe and economically viable neighborhoods. It is a practical course, in which students gain experience through field trips and interactions with real estate and supportive services professionals, culminating in a team neighborhood transformation proposal.

*Neil McCullagh***ECON2207 The Global Economy (Spring: 3)***Prerequisites:* ECON1131, ECON1132.**Offered Annually**

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy and issues in international finance.

*Can Erbil***ECON2209 Sports Economics (Fall: 3)***Prerequisites:* ECON1131, ECON1151 or OPER1135–OPER1145.**Offered Annually**

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***ECON2212 Geographic Information Systems for Planning and Decision-Making (Fall: 3)****Cross listed with ISYS6625****Offered Annually**

Large quantities of information are available to describe our social and physical environment with high detail, but making sense of this data requires specialized skill sets. Geographic Information Systems (GIS) is a general approach to analysis and is a powerful set of tools for understanding complex problems or for making a compelling argument about issues grounded in the physical or social environment. It is widely used in the public and private sectors. This course will introduce students to the use of GIS and representation as a means of looking at and representing spatial data. Students will learn how to perform the three broad steps of spatial analysis: (1) collecting and organizing data, (2) analyzing this data for appropriate patterns, and (3) using software to represent data on maps to support decision making.

*The Department***ECON2228 Econometric Methods (Fall/Spring: 4)***Prerequisites:* MATH1100 and ECON1151.**Offered Annually**

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.**Offered Annually**

**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. 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, and ARIMA modeling as well as combining models.

## ARTS AND SCIENCES

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This course is offered as an online hybrid course. In addition to the online lectures presented on the Canvas LMS, there are three required on-campus class meetings on Saturday morning September 15, Saturday morning October 6, and Saturday morning December 1. The midterm exam will also be held on campus on Monday evening October 15. Please see the course syllabus for additional details.

*Richard McGowan, S.J.*

### ECON2242 Public Policy in an Aging Society (Fall/Spring: 3)

*Prerequisite:* ECON1131.

#### Offered Annually

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–ECON1132.

#### Offered Annually

**Not open to students who have completed ECON3361. Cannot be taken concurrently with ECON3361.**

This course deals with topics such as the 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.

*Nancy Kimelman*

### ECON2273 Development Economics (Spring: 3)

*Prerequisites:* ECON1131, ECON1132, and ECON1151.

**Satisfies Cultural Diversity Core Requirement**

#### Offered Annually

**Not open to students who have completed ECON3374 or ECON3375.**

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.

*Anant Nyshadham*

### ECON2275 Economic Development: The Experience of El Salvador (Spring: 3)

*Prerequisites:* ECON1131 and ECON1132.

#### Offered Annually

**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.*

### ECON2277 Environmental Economics and Policy (Fall: 3)

*Prerequisite:* ECON1131.

#### Offered Annually

This course provides an introduction to the economics of environmental policy. We begin by examining market failures from externalities and public goods. We then discuss public policy options to correct these failures and develop tools to assess the costs and benefits of each approach. With this framework in place, the remainder of the course is spent evaluating past efforts to conserve land and improve air and water quality, before concluding with an extensive discussion about global climate change policy.

*Richard Sweeney*

### ECON2278 Environmental Economics (Fall/Spring: 3)

*Prerequisite:* ECON1131.

#### Offered Annually

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)

#### Offered Annually

The student works under the direction of an individual professor.

*The Department*

### ECON2871 Industrialization and Democratization in Korea (Fall: 3)

**Cross listed with HIST2871 and INTL2871**

#### Offered Annually

This introductory course surveys the political and economic transformation of South Korea from decolonization through the high growth era to today's global neo-liberal age. It traces how a war-ravaged country became a prosperous and industrialized nation. In exploring this transformation, it also examines the relationship between Korea's industrialization and its democratization: How did U.S. Cold War modernization impact the Korean state's economic strategy and its political development? Why and how did Korean society campaign for social and political justice during the economic high growth era? The course also considers the reconfiguration of South Korea's political economy since the 1990s.

*Ingu Hwang*

### ECON3305 Market Design (Fall: 3)

*Prerequisites:* MATH1100, ECON2201 or ECON2203, and ECON1151.

#### Offered Annually

This is an introductory-level course on market design. It aims to provide students with fundamental concepts of matching and allocation problems without money as well as auctions. The focus of the course is both introducing students to the market design theory as well as exploring real-life applications such as on-campus housing, school choice, kidney exchange, search engine auctions, and spectrum auctions.

Some knowledge of statistics and calculus is required for the theoretical part. Students will be required to write a final paper and do an in-class presentation.

*M. Bumin Yenmez*

**ECON3306 Economics of Education (Fall: 3)**

*Prerequisites:* ECON2201 and ECON2228.

**Offered Annually**

This course combines economic theory, econometric literature and institutional literature to examine current issues in U.S. education. Topics include: The basic theory of investments in education (human capital theory); disentangling the return to education from the return to innate ability; the role of education in individual mobility and national economic growth; the association between education and individual earnings and reasons why that relationship has changed over time; the role of early childhood education; the main approaches to K–12 school reform (money, choice, educational standards, and teacher selection/training); higher education and higher education policy. We will also discuss teacher assessment methods, computers in education, and the effectiveness of different teaching methods.

*Chandini Sankaran*

**ECON3308 Game Theory in Economics (Fall/Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203.

**Offered Annually**

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.

*Tayfun Sonmez*

**ECON3311 Mathematics for Economic Analysis (Fall: 3)**

*Prerequisites:* MATH1100, ECON2201 or ECON2203 and/or ECON2202 or ECON2204.

**Offered Annually**

This rigorous course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

*Marcos Pareto*

**ECON3312 Evolutionary Economics (Fall: 3)**

*Prerequisites:* ECON2201 or ECON2203 and ECON2228.

**Offered Annually**

**This course has an intensive research and writing requirement, and enrollment is limited. You should be comfortable using stata.**

This course uses evolutionary biology to better understand the psychology of preferences, a central concept in economics. Why are people risk averse? Impatient? What explains novelty seeking, habits, addictions? What makes parents provide for children? We will use evolutionary thinking to explore these and a host of other diverse topics: violence, adolescent risk taking, sexual behavior, mating preferences, marriage and divorce, rearing and investing in children, extended families, trade and specialization, cooperation and conflict, cults and gangs, religion, and interactions between genetic and cultural forces.

*Donald Cox*

**ECON3315 Economics of Immigration (Fall: 3)**

*Prerequisite:* ECON2201.

**Offered Annually**

This course is an upper level elective. A basic understanding of statistics and econometrics will be helpful but is not required. This course will examine the economic decisions of migrants and their impacts on both destination and origin economies. It will emphasize the effect of immigration on wage distribution, labor market efficiency, and innovation and will consider current public policy issues such as border control, visa allocation, and refugee admission.

*Miguel Matamoros*

**ECON3317 Economies of Inequality (Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203.

**Offered Annually**

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.

*Geoffrey Sanzenbacher*

**ECON3329 Decisions: Theory and Experiments (Fall: 3)**

*Prerequisites:* ECON2201 or ECON2203 and MATH1100.

**Offered Annually**

This course covers some of the theoretical, philosophical, and experimental literature concerning individual and social decision-making under uncertainty, challenging standard notions of rationality used by economists. We will discuss some of the theoretical responses to this criticism and will see how the concept of rational behavior changed over time. This class uses more mathematics than average.

*Uzi Segal*

**ECON3338 Law and Economics (Fall: 3)**

*Prerequisite:* ECON2201 or ECON2203.

**Offered Annually**

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*

**ECON3340 Labor Economics (Fall: 3)**

*Prerequisite:* ECON2201 or ECON2203.

**Offered Annually**

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Mark Kazarosian*



**ECON3351 Competitive Strategy and Industrial Organization****(Spring: 3)****Offered Annually**

This class will survey important and developing topics in industrial organization. Industrial organization itself is the study of the ways firms compete with each other in markets and industries. The field is distinct from microeconomics for two main reasons (1) it studies firm strategies that depend on market interaction and (2) it will consider market structures that are intermediate to the extremes of perfect competition and monopolies. After reviewing some of the basics in microeconomic theory, we will turn our focus on strategic interaction among firms in imperfectly competitive markets. Some of the topics we will elaborate on are oligopolies, collusion, and price discrimination. On the one hand, the analysis will be using and expanding upon concepts and methods for intermediate micro. On the other hand, we will also spend time on real world examples by discussing case studies relevant to the material in this course.

*The Department***ECON3354 Advertising and Media Markets: Advanced Research Methods (Fall: 3)**

*Prerequisites:* Micro theory and statistics required. Econometrics required but can be taken simultaneously.

**Offered Annually****Extensive research project.**

This course develops advanced research methods to study the advertising and media markets. The goal of the course is to provide hands-on experience with advanced research methods, including the ability to analyze and critique previous research and to identify important research questions. The course is designed primarily for junior economics majors who are interested in writing a senior thesis or for junior and senior economics majors anticipating quantitative work in economics or marketing after graduation. Methods that are taught include theoretical tools from industrial organization, such as game theoretic models of imperfect competition, pricing, and entry, as well as statistical and empirical methods of analysis using data on advertising and media programming choices. Questions addressed in the course include the following: What is the impact of advertising on product markets? How do advertisers compete for air time, both across and within industries?

*Julie Holland Mortimer***ECON3356 Industrial Organization for Business Decisions****(Spring: 3)***Prerequisite:* ECON2201 or ECON2203.**Offered Annually**

We study the behavior of firms and the structure of industries, applying game theory to understand the strategic interaction of firms when the assumptions of perfect competition break down. The course combines theoretical micro-economic analyses with studies of actual firm behavior in individual industries. Topics include pricing, game theory, collusion, outsourcing, auctions, and adverse selection. The course will incorporate insights from developments in behavioral economics and consider regulation for consumer protection.

*Michael Grubb***ECON3361 Monetary Theory and Policy (Fall/Spring: 3)***Prerequisites:* ECON2202 or ECON2204 and ECON2228.**Offered Annually**

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money

supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policy and macroeconomic performance.

*Hossein Kazemi***ECON3363 Micro Public Policy Analysis (Spring: 3)***Prerequisite:* ECON2201 or ECON2203.**Offered Annually****Enrollment limited; significant writing/research component.**

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.

*Joseph Quinn***ECON3365 Public Finance (Fall/Spring: 3)***Prerequisite:* ECON2201 or ECON2203, may be taken concurrently.**Offered Annually**

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

*Richard Tresch***ECON3367 American Economic Policy (Fall: 3)***Prerequisites:* Must have successfully completed micro and macro theory, ECON2201 and ECON2202.**Offered Annually**

This course allows students the opportunity to apply macroeconomic and microeconomic techniques and models to issues of current importance. Although the choice of topics is based on the interests of the students present, typically the course covers the economic effects of immigration, changes in the minimum wage, negative interest rate policies, fiscal challenges of the federal government, Social Security reform, income inequality, and trade.

*Nancy Kimelman***ECON3370 Sports Econometrics (Fall/Spring: 3)***Prerequisites:* ECON2201 or ECON2203 and ECON2228 and/or ECON3327.**Offered Annually****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.**Offered Annually****Not open to students who have taken ECON2271**

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*James Anderson***ECON3372 International Finance (Fall/Spring: 3)***Prerequisites:* ECON2201 and ECON2202.**Offered Annually****Not open to students who have taken ECON2271**

International financial markets, international trade, and balance of payments issues will be studied by using analytical models of the open economy. Topics of particular interests are exchange rate determination, capital flows, trade flows, and other international linkages between economies. The course will apply the analytical tools of international economics to address macroeconomic aspects of current policy issues such as the global impact of the financial crisis, exchange rate policy, sovereign debt crises, and persistent trade deficits and international indebtedness.

*Rosen Valchev***ECON3373 Impact Evaluation in Developing Countries (Fall/Spring: 3)***Prerequisites:* ECON2201 and ECON2228.**Offered Annually****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 and ECON1151.**Cross listed with INTL3374****Satisfies Cultural Diversity Core Requirement****Offered Annually****Enrollment limited; significant writing/research component.**

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to understand what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments such as poorly developed or tightly constrained markets. This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.

*S. Anukriti***ECON3375 Economic Growth and Development (Spring: 3)***Prerequisites:* ECON2201, ECON2202 or ECON2204, and ECON2228.**Offered Annually**

This course introduces students to Economic Growth. Our starting point is the question of why societies did not experience economic growth for most of human history. Indeed, growth is a very recent economic concept dating back to the nineteenth century. We will then study what drives growth. Examples include the introduction of electricity, telephones, and airplanes. In general, we will study how technology, capital accumulation, human capital, and innovation helped humanity to increase its well being. Finally, we will cover the impact of growth on our lives. For example, how life expectancy has changed over the past century.

*Pablo Guerron***ECON3379 Financial Economics (Fall/Spring: 3)***Prerequisites:* MATH1100, MATH1102, or MATH1105; ECON2201 or ECON2203; ECON1151 and ECON2228.**Offered Annually**

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***ECON3382 Introduction to Computational Investing (Fall: 4)***Corequisite:* Mandatory 2-hour lab requirement, ECON3282, meets Mondays 6–8.**Offered Annually****Mandatory two-hour lab required with course, which meets T 7–9.**

In this course, students develop the skills to automate an investment strategy. The first third of the course covers programming skills (Python), market structure, and portfolio evaluation. The second third covers optimization and commonly used strategies. In the final third, we cross-evaluate student projects and discuss theory behind applications. Students work on a group project after the first third of the course. By the end of the course, successful students are able to write and evaluate fully functional programs on an online trading platform. This is not a course that promotes quantitative investing. It is an immersion to acquire the universally useful skills required to automate investments. The lab session is mandatory. Course offered in the Fall only. Sophomores and juniors are highly encouraged to take this course. If the course is full, simply show up in class and the instructor will sort things out. There are no formal requirements.

*Tzuo Law***ECON3384 (Economic) Principles and Theory of Medical and Health Care (Fall: 3)***Prerequisites:* Must have completed ECON2201 and ECON1151.**Offered Annually****Not open to students who have completed ECON3385.**

The course is designed to teach students how to use basic principles and theories of microeconomics and statistics when thinking about medical and health care issues. In the course, we will use these concepts to understand the demand for health care, the supply of health care, the health insurance market, and the role of the government in health policy.

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We will focus on the U.S. health care industry. The market structure and the conduct and performance of the sub-sectors that compose this industry will be covered. Private insurance, pharmaceuticals, physician services, hospital service, and medical markets will be evaluated. Alternative health care systems will also be studied.

*Martin Konan*

### ECON3385 Health Economics (Fall: 3)

*Prerequisite:* ECON2201 or ECON2203.

#### Offered Annually

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*

### ECON3389 Machine Learning for Economics (Spring: 3)

*Prerequisite:* ECON1151.

#### Offered Annually

Large scale data sets (“big data”) become ubiquitous across many applied areas. The goal of this course is to provide an introduction to methods that allow to deal with this situation. We focus on statistical learning techniques and high-dimensional statistics and show how they can be applied in economics and business administration.

*Stefan Hoderlein*

### ECON3394 Urban Economics (Spring: 4)

*Prerequisite:* ECON2201 or ECON2203.

#### Offered Annually

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)

*Prerequisite:* ECON2201 or ECON2203.

#### Offered Annually

The student works under the direction of an individual professor.

*The Department*

### ECON4497 Senior Thesis Research (Fall: 3)

#### Offered Annually

This course provides guidance in developing a thesis topic and preparing a detailed proposal. ECON4497 must be completed prior to registering for ECON4498.

*Robert Murphy*

### ECON4498 Senior Honors Thesis (Spring: 3)

*Prerequisite:* ECON4497.

#### Offered Annually

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

### ECON6601 Advanced Independent Research (Spring: 6)

#### Offered Annually

Required of all seniors seeking a degree with Scholar of the College status.

*Frank Gollop*

## English

### Faculty

**Rosemarie Bodenheimer**, *Professor Emerita*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Leonard R. Casper**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

**Paul Mariani**, *University Professor Emeritus of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

**Kristin Morrison**, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**Richard Schrader**, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor Emeritus*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Judith Wilt**, *Newton College Alumnae Professor Emerita*; A.B., Duquesne University; Ph.D., Indiana University

**Paul C. Doherty**, *Associate Professor Emeritus*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Joseph A. Longo**, *Associate Professor Emeritus*; B.S., M.Ed., A.M., Ph.D., Rutgers University

**Andrew J. Von Hendy**, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

**Amy Boesky**, *Professor; Chairperson of the Department*; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

**Mary Thomas Crane**, *Thomas F. Rattigan Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

**Elizabeth Graver**, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

**Dayton W. Haskin**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Elizabeth Kowaleski Wallace**, *Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

**Paul Lewis**, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

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**Suzanne M. Matson**, *Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**James H. Murphy**, *Professor; Director of Irish Studies and the Center for Irish Programs*; M.A., Maynooth University; Ph.D., University College Dublin

**Kevin Ohi**, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

**Philip T. O’Leary**, *Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**Frances L. Restuccia**, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Carlo Rotella**, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

**Kalpana Seshadri**, *Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

**Maxim D. Shraye**, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Andrew Sofer**, *Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

**Min Song**, *Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

**Laura Tanner**, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

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**Robert Lehman**, *Associate Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

**Paula Mathieu**, *Associate Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

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**Joseph Nugent**, *Associate Professor of the Practice of English*; B.A., Ph.D., University of California, Berkeley

**George O'Har**, *Associate Professor of the Practice of English*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Susan Roberts**, *Associate Professor of the Practice of English*; B.A., St. Michael's College; M.A., Boston College

**Bonnie K. Rudner**, *Associate Professor of the Practice of English*; B.A., Rutgers University; M.A., Boston College

#### Contacts

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- Administrative Assistant: Linda Michel, 617-552-3701, michelli@bc.edu

#### Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature offers a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies to a range of transnational literatures written in English.



By the successful completion of the English major at Boston College, students will be able to demonstrate:

- an ability to write clear, coherent, organized, and stylistically correct papers;
- an ability to close-read, interpret, and analyze texts (including poetic texts);
- a knowledge of literary genres and appropriate use of critical terminology;
- a recognition of the historical specificity of literary works and/or other cultural products;
- an awareness that there are a variety of critical approaches to literary and cultural texts.

### Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—ENGL1010 First Year Writing Seminar, taught entirely by English Department faculty, and ENGL1080 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

#### *ENGL1010 First Year Writing Seminar*

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

#### *ENGL1080 Literature Core*

In this part of the Core program, students explore the principal motives which prompt people to read literature—to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art.

Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

#### *Courses for English Language Learners*

The department offers Core level courses in language and literature for English language learners. These classes require department permission for registration. Interested students should contact the ELL Director, Lynne Anderson, for more information: [lynne.anderson@bc.edu](mailto:lynne.anderson@bc.edu).

### Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 3-credit Core courses, students must take 30 credits (in the form of ten 3-credit courses) from the Department's offerings. These must include ENGL2131 Studies

in Poetry (3 credits) and ENGL2133 Studies in Narrative (3 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 9 credits in British or American literature, pre-1900, to be distributed in the following manner:

- 3 credits in medieval or early-modern literature (before 1700)
- 3 credits in eighteenth or nineteenth-century literature (between 1700–1900)
- 3 additional credits in either category (e.g., pre-1900)

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements, in discussion with their major advisor. They will have many options from among the 30 or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

*Students are reminded that courses taken through the Woods College of Advancing Studies cannot be counted toward the major.*

#### *Advanced Topic Seminars*

Advanced seminars are designed for English majors who want to pursue a topic or field in more depth than is possible in larger electives. The advanced seminar, with its small class size and intensive focus, is designed to foster an intimate learning community where students are encouraged not only to study an issue intensively but also to engage actively in intellectual exchange with a faculty member and a select group of committed peers. These courses are intended mainly for juniors and seniors, and students are required to have completed both Studies in Poetry and Studies in Narrative and at least one additional elective before taking an advanced seminar. Students should expect to produce a longer seminar research paper (15–20 pages) as well as one or more shorter papers and make at least one oral presentation. Students who intend to apply to graduate school in English are strongly urged to take at least one advanced seminar.

#### *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 (6 credits) taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

### English Minor

The English minor is comprised of six courses (18 credits) beyond the Core requirements in English. These must include:

- Either Studies in Poetry (ENGL2131) or Studies in Narrative (ENGL2133)
- A historical foundations course (pre-1700 or pre-1900)

- Four electives from the department offerings.

Core and Woods College classes may not be counted toward the minor, though additional courses that fulfill the first two requirements may be counted as electives. Students may count up to two courses from study abroad toward the minor, though they must be approved by the department.

For questions about the English minor, or to declare, please contact Trese Ainsworth (ainswor@bc.edu).

### English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

### American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

#### Minor Requirements

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year each student must take the elective designated as the American Studies senior seminar for that year. Also, ENGL2277 Introduction to American Studies, is strongly recommended for minors, but not yet required.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotellca@bc.edu, 617-552-3191) or visit the American Studies website at [www.bc.edu/amstudies](http://www.bc.edu/amstudies).

### Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

The minor in Irish Studies requires students to complete 6 courses drawn from more than one discipline and designated as appropriate by the Irish Studies program. (These courses may not be "double counted" towards both a major and minor.) Students should contact Irish Studies at 617-552-3938 to arrange a meeting with the Director for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland. A listing of Irish Studies-approved courses is posted on our website and is also available at Connolly House.

Students pursuing the minor are encouraged to take advantage of the partnership programs that the Irish Studies program and the Office of International Programs have developed with the

National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University Belfast.

### Women's and Gender Studies

Please contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

### Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- The creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least 9 of these credits must be writing workshops in any genre, selected with the help of the student's concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wishing to declare should see Treseanne Ainsworth in Stokes S493.

### Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Studies in Narrative, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the ENGL/LSOE requirements should contact Treseanne Ainsworth, in Stokes S493.

### Minor in Secondary Education

Students in the Morrissey College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

### Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

### Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing

to study abroad should complete (at minimum) the required Studies in Poetry and Studies in Narrative. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may fulfill historical requirements or major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Stokes S493, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary and Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway 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 6 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.

### B.A./M.A. Program

The English Department at Boston College has created a B.A./M.A. Program that allows selected students to earn both a B.A. and an M.A. in English in five years. Enrolled students will start earning graduate credit as a senior, then complete the M.A. in a fifth year of full-time study.

Admission to the program requires a GPA of 3.3 overall and 3.6 in the English major. Students may carry in up to four courses taken in the senior year toward their M.A. degree: two Advanced Topic Seminars and two graduate seminars. The two ATS courses will also count towards the B.A. degree. The two graduate courses must be taken as overloads. One of the graduate courses taken in the senior year must be either Introduction to Advanced Research, or Issues and Methods in American Studies.

The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Students in the B.A./M.A. program must meet all the specific course requirements for the undergraduate major as well as the formal requirements for the M.A., including the completion of Introduction to Advanced Research or its equivalent, demonstrated proficiency in a foreign language, a theory course, and a comprehensive exam.

Students interested in the program should consult the Director of the M.A. Program to discuss whether this version of the M.A. is right for their individual goals. The Director will review the student's academic record and, if appropriate, facilitate the application process. The application fee and GRE requirement will be waived. Once accepted into the B.A./M.A. program students will have the Director of the M.A. Program as their advisor. Students in the program will not be eligible for TF/TA positions or financial aid.

### How to Apply:

Students must submit applications by March 31 of the junior year. The required application materials are a personal statement, a writing sample, three letters of recommendation, and an official transcript. Please take a look at <https://www.bc.edu/bc-web/schools/mcas/graduate/admission.html> for application instructions and e-mail [gsainfo@bc.edu](mailto:gsainfo@bc.edu) with any questions on how to upload materials.

Do not send any materials to the English Department.

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ENGL1009 First Year Writing Seminar/English Language Learners (Fall: 3)

*Prerequisite:* Department permission required

**Satisfies Writing Core Requirement**

**Offered Annually**

**Limited to 15. Students place into the course after taking a writing assessment.**

This course, offered in the fall, is part of a year-long sequence of English language support. It may be taken in place of ENGL1010 and fulfills BC's writing core requirement. Similar to ENGL1010, students will gain practice in the writing of academic essays, focusing on a range of English rhetorical styles from narrative to analytic, to research. The composition process from brainstorming, drafting, revision, and editing will be considered. Grammar support for students from linguistically diverse backgrounds is provided throughout the semester.

*Lynne Anderson*

#### ENGL1010 First Year Writing Seminar (Fall/Spring: 3)

**Satisfies Writing Core Requirement**

**Offered Annually**

**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*

#### ENGL1011 Writing as Activism (Spring: 3)

**Satisfies Writing Core Requirement**

**Offered Periodically**

**Limited to first-year PULSE**

*Eileen Donovan-Kranz*

#### ENGL1063 Triumphs and Failures of Modern Man (Fall: 3)

**Cross listed with GERM1063**

**Satisfies Literature Core Requirement**

**Offered Periodically**

In this seminar students are invited to explore the variety and complexity of modernism through German literature, film, and art. Our aim is to understand how such works gave voice to the triumphs and failings of humankind at a time of dislocation, upheaval, radical

change, and seemingly limitless possibility. Readings include works by Nietzsche, Rilke, Kafka, Mann, Freud, and Keun and screenings include films by Lang, Murnau, Wiene, and Sagan.

*Daniel Bowles*

**ENGL1079 Literary Forms for English Language Learners**

(Spring: 3)

*Prerequisite:* Department permission required

**Satisfies Literature Core Requirement**

**Offered Annually**

**Offered in the spring only**

**Limited to 15 students**

This course, offered in the spring, is part of a year-long sequence of English language support and follows the First Year Writing Seminar offered in fall. ENGL1079 may be taken in place of ENGL1080 and fulfills BC's literature core requirement. Similar to ENGL1080, students explore a variety of literary genres including fiction, poetry, and drama with an emphasis on post-1900 American literature to enhance the development of diction and syntax that is contemporary and idiomatic. Support for students from linguistically diverse backgrounds in speaking, reading, and writing is an important component of the course.

*The Department*

**ENGL1080 Literature Core (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

**Offered Annually**

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 (Fall: 3)**

**Offered Annually**

*The Department*

**ENGL1093 An Introduction to Modern Irish I (Fall: 3)**

**Offered Annually**

**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. These 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 Morrissey College of Arts and Sciences language proficiency requirement by completing the four-course cycle the following year.

*Matthew Holmberg*

**ENGL1094 An Introduction to Modern Irish II (Spring: 3)**

*Prerequisite:* ENGL1093.

**Offered Annually**

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 Morrissey College of Arts and Sciences language proficiency requirement.

*Matthew Holmberg*

**ENGL1709 Living in the Material World (Spring: 3)**

**Satisfies Literature Core Requirement**

**Offered Annually**

**Core Renewal Course: Enduring Questions. For freshmen only.**

What are the humanistic principles that ground our understanding of the relationship of the human to the material world? Three units—human-matter, human-animal, human-machine—will introduce students to “New Materialisms,” that is, a range of disciplinary attempts to understand human embodiment in a world of matter. Students might read excerpts from philosophy, as well selections from the history of science. Literary texts will include novels like *Robinson Crusoe* and excerpts from poetry. Less familiar genres like the “It narrative” may also be included to help students think about the objects they use daily. We may also watch recent movies like *Wall-e* and *Her*.

*Elizabeth Kowaleski Wallace*

**ENGL1712 Roots and Routes: Reading Identity, Migration, and Culture (Spring: 3)**

*Prerequisite:* With permission of the Instructor.

*Corequisite:* ENGL1713.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal Course: Enduring Questions. For freshmen only.**

**This course welcomes students from diverse cultural and linguistic backgrounds. Advanced English-language learners and OTE students are especially encouraged to register. Interested students should contact [core@bc.edu](mailto:core@bc.edu) for permission to enroll.**

We will read texts by twenty-first-century writers who have emigrated to the U.S. as children or young adults, as well as portraits of immigrant communities. We will encounter recurrent themes around diaspora, exile, choice, national, and transnational identities. Looking closely at language itself, we will think about multilingualism in the twinned contexts of our texts and the students' own linguistic experiences. Students will perform literary analysis through informal and formal writing assignments. They will make a vodcast that arises out of the field research they do in the Writing Seminar and go on several field trips into immigrant communities.

*Elizabeth Graver*

**ENGL1713 Roots and Routes: Writing Identity, Migration, and Culture (Fall: 3)**

*Prerequisite:* With permission of the Instructor.

*Corequisite:* Must be concurrently enrolled in ENGL1712.

**Satisfies Writing Core Requirement**

**Offered Periodically**

**Core Renewal Course: Enduring Questions. For freshmen only.**

**This course welcomes students from diverse cultural and linguistic backgrounds. Advanced English-language learners and OTE students are especially encouraged to register. Interested students should contact [core@bc.edu](mailto:core@bc.edu) for permission to enroll.**

Building on the themes of culture and identity explored in the paired literature course (ENGL1712), we will write in a variety of genres from creative narratives and shorter spoken word-style pieces to



critical essays drawn from interviews and field research. We will delve into the questions of immigration, community, homeland, and choice and consider what it means to write in a second language. Students will be encouraged to compose fresh, innovative prose and learn to give and receive productive feedback. On occasion, student writers will present their polished work to their peers in the classroom and online.

*Lynne Anderson*

**ENGL1716 Metamorphosis: Story-Telling as an Attempt to Manage Change (Spring: 3)**

*Corequisite:* Must be concurrently enrolled in BIOL1704.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Taking its cue from the literary explorations of human bodily change composed from antiquity to modern times, this course explores a range of writings created in vastly different places and cultures. It aims to promote reflection on change and variety as basic features of reality and therefore of human experience. While not a writing course per se, it gives substantial attention to the technology of writing as a means of transforming our private mental experience into forms that can readily be shared with others.

*Dayton Haskin*

**ENGL1721 Finding the Animal: Beasts and Boundaries in Literature (Fall: 3)**

*Corequisite:* HIST1709.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

What is an animal? What is a human? This course examines the treatment of animals in literature and its philosophical and historical underpinnings. Our readings unpack the assumptions, priorities, emotions, and agendas behind various novels, short stories, poems, and films. We will also read historical sources revealing attitudes toward animals, disagreements over their portrayal and treatment, and the different cultural work that animals do. Finally, we will read philosophy and cultural theory that reinforces, reimagines or disputes the human/animal hierarchy. Throughout, we link animal representation with literary and social questions such as genre, audience, language change, class, race, and religion.

*Robert Stanton*

**ENGL1722 Oppression and Change in Contemporary United States: Writing as Social Action (Fall: 3)**

*Corequisite:* UNAS1701.

**Satisfies Writing Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

In First-Year Writing, students practice strategies for creating and revising writing for various purposes and audiences. This course will explore how writing can help one listen, empathize, explore, and discover new ideas and points of view related to contemporary social inequality and change. By exploring oppression based on social class, gender, race, and sexual orientation, we will use writing to learn about the causes and expressions of social inequality and justice, do interview-based research to listen to deepen our knowledge of others' experiences, and create projects that envision positive social transformation.

*Paula Mathieu*

**ENGL1723 Feeling Like Ourselves: How and Why Literature Moves Us (Fall: 3)**

*Corequisite:* PSYC1091.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Ever since Aristotle questioned why we enjoy tragedy, thinkers have puzzled over why literature moves us. Why do we care about King Oedipus or Jane Eyre? Why do we laugh, cry, or shiver with pleasurable fear at stories we know aren't real? How do writers manipulate our emotions? More broadly, what can literature teach us about emotion's role in our own lives? By the course's end, students will have a richer understanding of literature's role in shaping and reflecting our emotions, together with a set of useful reading strategies that can be applied beyond literary studies.

*Andrew Sofer*

**ENGL1724 Nature and Power: Reading the American Place (Spring: 3)**

*Corequisite:* HIST1710.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Writers since Meriwether Lewis have tried to know the great diversity of American landscape through acts of language. In this course we'll ask how poems, essays, and fiction depict American encounters with nature: As the unknown "other" to be conquered? As access to a spiritual dimension? As a site of contested claims for use and power? And how have these many meanings we've assigned our landscapes shifted in the face of environmental degradation? Our readings, discussion, and writing will focus on how the American psyche has been influenced by both a fear of, and a love of, what is "wild."

*Suzanne Matson*

**ENGL1725 Narrative and Myth in American Culture: The Case of Disney (Spring: 3)**

*Corequisite:* COMM1701.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Storytelling and narrative have been central elements of communication since humans began to live in social structures. For hundreds of years, folk tales were adapted in order to influence social beliefs, values, attitudes, and behaviors. This literature Core course will explore the history of folk tales and their movement around the world. After reading source material from Grimm, Perrault, Anderson, and others, we will focus on the ways tales have been altered by the Disney Corporation, in order to assess the impact of the movies on audiences.

*Bonnie Rudner*

**ENGL1726 Reading the Impossible Universe (Spring: 3)**

*Corequisite:* PHYS1701.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

The mind-bending mysteries of the universe astound you, me, and the world's greatest writers and scientists. No wonder that some of the funniest, weirdest, most awe-inspiring writing (think sci-fi, space-fiction, fantasy, utopias, dystopias...) emerges from our enduring fascination with unanswerable questions. Writing the impossible into existence, our authors will guide us on voyages of exploration from the unthinkable

tininess of the singularity to the unimaginable vastness of space-time. And it's all powered by the energy of imagination. "Knowledge is limited," wrote Einstein, "imagination encircles the world." This semester, let's encircle the universe of science on waves of literary imagination.

*Joseph Nugent*

**ENGL2097 Continuing Modern Irish I (Fall: 3)**

*Prerequisite:* ENGL1094.

**Offered Annually**

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.

**Offered Annually**

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*

**ENGL2111 Drama and Society in Ancient Greece (Fall: 3)**

**Cross listed with CLAS2260**

**Offered Annually**

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*

**ENGL2121 The Linguistic Structure of English (Spring: 3)**

**Cross listed with EDUC6323 and LING3323**

**Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language, including sound system, grammar, structure and meanings of words, and properties of discourse.

*The Department*

**ENGL2123 Language and Ethnicity (Spring: 3)**

**Cross listed with LING2379 and SOCY2275**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language

policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas*

**ENGL2125 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with SOCY2225, COMM2225 and HIST2502**

**Offered Annually**

**Fulfills Women Writer's requirement for ENGL/LSOE majors.**

**Satisfies one of three elective courses required within the Communication major.**

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.

*The Department*

**ENGL2127 Language and Language Types (Fall: 3)**

*Prerequisites:* LING3101/ENGL3527 and at least one other course in linguistics recommended.

**Cross listed with LING3103**

**Offered Periodically**

**Undergraduate linguistics major elective.**

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages and methodological problems facing modern linguistic typologies.

*Margaret Thomas*

**ENGL2131 Studies in Poetry (Fall/Spring: 3)**

**Offered Annually**

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)**

**Offered Annually**

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms; narrative genres, conventions, and discourses; the construction of the character and the ways of representing consciousness; and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

*The Department*

## ARTS AND SCIENCES

### ENGL2141 American Literary History I (Fall: 3)

Offered Annually

Students need not take these courses in chronological order. Fulfills the pre-1900 requirement.

American Literary History I follows the development of American literary history from the European settlement of the Americas to the tumultuous decade of the 1850s, moving from such early writers as Christopher Columbus, Cabeze de Vaca, and Anne Bradstreet, through such writers of the Revolution and Early Republic as Olaudah Equiano, Benjamin Franklin, and Phyllis Wheatley, to such antebellum writers as Nathaniel Hawthorne, Fanny Fern, Edgar Allan Poe, Frederick Douglass, Harriet Beecher Stowe, Walt Whitman, and Herman Melville.  
*Adam Lewis*

### ENGL2142 American Literary History II (Spring: 3)

Offered Annually

Fulfills pre-1900 requirement.

The seventy-five years following the American Civil War defined the era when transformative changes in U.S. culture—the demise of the slave system and the rise of segregation; the emergence of corporate society and successive waves of immigration; new experimentation in the arts; new roles for women and new ideas imagined for reordering society—transformed the face of American writing. Through interdisciplinary lectures on historical and biographical background, and close discussions on authors such as Mark Twain, Theodore Dreiser, Charlotte Perkins Gilman, Sui Sin Far, Stephen Crane and others, this course provides an introduction to the emergence of modern American writing.  
*Alex Puente*

### ENGL2143 American Literary History III (Fall: 3)

Offered Annually

This course provides an introductory overview of literature written in the United States from World War I to the early twenty-first century. We will look at the ways writers of this period have experimented idiosyncratically and in dialogue with one another as modernism turned postmodern, as canons collided and collapsed, as movies and record albums displaced some of literature's more traditional forms. The course is largely conversational, but structurally supported with student oral presentations. Required texts may include novels by Faulkner, Fitzgerald, Cather, Pynchon and/or Morrison; poetry by Williams, Sexton, Stevens, Moore, Seidel, Walcott and/or Armantrout; drama by Parks and/or Kushner; plus short stories and lyrical non-fiction.  
*John Anderson*

### ENGL2170 Introduction to British Literature and Culture I

(Fall: 3)

Offered Annually

Fulfills the pre-1700 requirement.

This course offers an historical survey of British literature from Beowulf to the end of the seventeenth century (and can be followed by Introduction to British Literature and Culture II, second semester, which covers the eighteenth century to the present). It offers a basic map of British literature and culture as they developed during these periods, introducing major authors and cultural themes. Texts and authors include Beowulf, Chaucer, poetry from the courts of Henry VIII and Elizabeth I, Shakespeare, Milton, Aphra Behn, and others.  
*Mary Crane*

### ENGL2171 Introduction to British Literature and Culture II

(Spring: 3)

Offered Annually

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.  
*Beth Wallace*

### ENGL2220 Classical Mythology (Fall: 3)

Cross listed with CLAS2230

Offered Annually

This course explores the mythology of ancient Greece, Rome, and the Near East within its cultural, political, historical, and religious contexts. You will meet (or renew your acquaintance with) mythical figures like Zeus, Gilgamesh, Medusa, and Helen as they appear in multiple literary genres and other artistic media. In order to analyze and interrogate these myths we will use ancient and modern frameworks for thinking about what mythology is and what it does. What can a myth tell us about the civilization that created, adopted, or adapted it? What do our uses of Classical mythology—and our creations of our own myths—tell us about ourselves?  
*Hanne Eisenfeld*

*Hanne Eisenfeld*

### ENGL2201 Versions in Black: Genres of Black Women's Writing

(Fall: 3)

Cross listed with AADS2201

Satisfies Cultural Diversity Core Requirement

Offered Annually

The phrase “Black Women's Writing” implies that such literature is homogeneous and can be neatly represented. Our course constitutes itself against this idea: rather than experiencing writing by black women as an easily definable “type,” this class presents it as diverse, complicated, and contradictory. By so reading, discussing, and writing about these works, students will be encouraged to examine and reexamine notions of race, gender, and history. Significantly, we will “de-construct” “Black Women's Writing” by examining the various genres these writers use to express their imaginings, specifically: fantasy, mystery, and experimental novels; drama; poetry; and autobiography.  
*Rhonda Frederick*

*Rhonda Frederick*

### ENGL2208 Explore the Irish: An Introduction to Irish Studies

(Fall: 3)

Offered Annually

Ireland is a small island with a remarkable story. Its people have had a significant influence on other societies, including the United States, through emigration. Its history is one of conquest and change, of the interaction of different cultures and of the struggle for national identity. Its culture, most notable its literature, is of great richness. It has produced four Nobel Literature Prize winners, Yeats, Shaw, Beckett and Heaney, as well as the great novelist James Joyce. This class invites students to discover something of the Irish story and to learn about further opportunities in the Irish studies at Boston College.  
*James Murphy*

*James Murphy*

### ENGL2212 Introduction to Medical Humanities (Fall/Spring: 3)

Offered Annually

This course will use contemporary literature as a springboard to consider the psychological, social, ethical, and experiential dimensions of

sickness and health. In addition to exploring questions of illness and the body, we will address topics including disability, aging, pregnancy, pain, medical space, illness and culture, and care giving. Through the analysis of novels, poems, short stories and non-fiction, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health.

*The Department*

**ENGL2221 Introduction to Creative Writing (Fall/Spring: 3)**

**Offered Annually**

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**

**Offered Annually**

**All readings and lectures in English. Undergraduate major elective.**

**Russian major requirement**

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shrayner*

*Cynthia Simmons*

**ENGL2228 Twentieth-Century Russian Literature (in Translation)**

**(Spring: 3)**

**Cross listed with SLAV2173**

**Offered Periodically**

**Readings and lectures in English. Undergraduate major elective.**

**Russian major requirement.**

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

*Maxim D. Shrayner*

**ENGL2237 Studies in Children's Literature: Disney and the**

**Wondertale (Fall: 3)**

**Offered Annually**

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**

**Offered Annually**

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*

**ENGL2248 Playwriting II (Spring: 3)**

*Prerequisite:* THTR3362 or permission of instructor.

**Cross listed with THTR4462**

**Offered Biennially**

**Attendance at local productions of new plays is expected.**

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.

*Scott T. Cummings*

**ENGL2249 Contemporary Theater and Drama (Spring: 4)**

**Offered Annually**

Please see course description THTR3382 in Theater Dept.

*Scott T. Cummings*

**ENGL2277 Introduction to American Studies (Fall/Spring: 3)**

**Offered Annually**

This course offers an introduction to the interdisciplinary study of American culture. We concentrate on assembling a toolbox of critical skills for making interpretive arguments about aspects of culture in their historical moment, including examples from literature, film, music, photography, painting, and landscape, among others. Each week will be organized around a question that shapes our inquiry and method of approach—anything from “What have Indians meant?” to “Why do we enjoy imagining the destruction of New York?” We will also have guest lectures from faculty in American Studies representing a range of interests and disciplines.

*Carlo Rotella*

**ENGL2280 Imagining the City: Why Writers Love Venice (Fall: 3)**

**Offered Annually**

*The Department*

**ENGL2282 Knights, Castles, and Dragons (Spring: 3)**

**Cross listed with GERM2239**

**Offered 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*



## ARTS AND SCIENCES

### ENGL2348 Modern Middle Eastern and Arabic Literature

(in Translation) (Spring: 3)

Cross listed with NELC2161 and RLRL2292

Satisfies Cultural Diversity Core Requirement

Offered Annually

All works are read in English translation.

The complex, multicultural nature of the Middle East by surveying the twentieth-century literature of Arabic-speaking lands, Israel, and Turkey. Identity, culture, religion, nationalism, conflict, and minority narratives. Arabic works: the writings of Adonis, Darwish, and Qabbani. Hebrew works: the writings of Amichai and Bialik. Works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects: the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.

*Franck Salameh*

### ENGL2350 Blackness and the Problem (Fall/Spring: 3)

Cross listed with AADS2350

Offered Periodically

In *The Souls of Black Folk*, W.E.B. Du Bois famously observes that to be black is to serially confront a question: “How does it feel to be a problem?” This course undertakes a survey of African American Literature as an ongoing mediation on the “problem” of being black, from the advent of racial slavery through to its contemporary afterlives. Reading broadly across a black literary tradition spanning four centuries and multiple genres, we will consider how black writers represent the “problem” of being black not merely as an unwelcome condition to be overcome but an ethical orientation to be embraced in refusal of an anti-black world that is itself a problem.

*Jonathan Howard*

### ENGL2482 Introduction to African American Literature

(Fall/Spring: 3)

Cross listed with AADS2482

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course surveys African American literature from its early-American beginnings to its present. While different semesters may organize around different motifs, the course endeavors to introduce students to major periods (e.g., The Harlem Renaissance); key players (e.g., W.E.B. Du Bois); and recurring tropes (e.g., the trickster) conventions (e.g., call-and-response), and themes (e.g., movement-and-constraint) in Black literature. Examining both a range of literary genres and a range of artistic, political, and popular texts, the course emphasizes African American literature as interdisciplinary and inseparable from the history and culture of both a dynamic black diaspora and a diverse and complicated America.

*Allison Curseen*

### ENGL3001 Walking *Infinite Jest* (Fall/Spring: 1)

Offered Annually

David Foster Wallace describes Enfield, Massachusetts—an important setting in his 1996 novel *Infinite Jest*—as “a kind of arm-shape extending north from Commonwealth Avenue and separating Brighton into Upper and Lower, its elbow nudging East Newton’s ribs and its fist sunk into Allston...”. Sound familiar? In this course, we’ll conduct a Bostonian’s reading of Wallace’s opus. Students will be required

to write weekly critical reading responses, and should be prepared for the course’s non-traditional structure: weekly meetings will sometimes be canceled in lieu of weekend on-site meetings in Brighton and Boston.

*Christopher Boucher*

### ENGL3005 Pop Culture Genres and the Turn to History

(Spring: 1)

Offered Periodically

Popular Culture genres relied on the historical imagination from the beginning of the phenomenon: the Gothic novel in English had a “take” on British history from its first appearance in 1764. This course will study the interaction of historical consciousness and mass readership in the growth not just of the historical novel itself but in other popular genres. We’ll consider first Dickens’s *A Tale of Two Cities*, then one of Georgette Heyer’s *Battle of Waterloo Regency Romances*, Walter Miller’s Sci-fi novel *A Canticle for Leibowitz*, and Lindsey Davis’s hardboiled detective novel *Silver Pigs*, set in Rome, 70 A.D.

*Judith Wilt*

### ENGL3006 The Golden Age of the American Musical: From Oklahoma to Hamilton (Spring: 1)

Offered Periodically

In this class, we will work backwards from the smash Broadway hit *Hamilton* to explore significant moments in musical theater leading to its appearance. Beginning with the major mid twentieth century musicals of Oscar and Hammerstein and Lerner and Lowe (among others), we will move on to discuss the influence of Stephen Sondheim on Lin-Manuel Miranda. We will also consider how political and social events have shaped the American musical and have led to what is arguably its apotheosis in *Hamilton*.

*Elizabeth Wallace*

### ENGL3201 Epic Modernism (Fall: 3)

Offered Periodically

An “epic,” the modernist poet Ezra Pound once claimed, “is a poem that includes history.” This course will consider the ways in which modernist “epics”—such as those by Eliot, Joyce, and Woolf among others—include history. For these texts, history is not static but malleable: something to be reformed, reordered, and revolutionized through literature by writing and reading against the grain (with important political consequences). We will cover European and American modernist literature—as well as some painting and film—beginning from the turn of the twentieth century, as well as key theoretical works on the history of philosophy.

*Matthew Gannon*

### ENGL3202 Disability Studies (Spring: 3)

Offered Periodically

Disability and ability are socially constructed categories that provoke questions about how we as a society deal with difference. This course explores representations of disability in fiction, poetry, memoir, and essays. Questions of representation—who gets to tell the story, how disability has been represented historically at different times and in different cultures—will be considered with reference to the work of theorists like Rosemarie Garland Thomson and Tobin Siebers. Readings may include Sophocles’ *Philoctetes*, Wordsworth’s “The Idiot Boy,” *The Curious Incident of the Dog in the Night-time*, and Michael Berube’s *Life as We Know It: A Father, A Family, and an Exceptional Child*, among others.

*Clare Dunsford*

**ENGL3221 Time Travel: Historical Fiction, Alternative Pasts**

(Fall: 3)

**Offered Periodically**

What is at stake in reimagining history through fiction? In this course, we consider the development of the genre of historical fiction, and investigate four important settings for historical novels: the Middle Ages (Mark Twain's *Connecticut Yankee in King Arthur's Court* and Kazuo Ishiguro's *The Buried Giant*); the Jacobite uprisings in the Scottish Highlands (Scott's *Waverley* and Gabaldon's *Outlander*); the Napoleonic Wars (selections from Stendhal, Thackeray, and Tolstoy); and American Slavery (Morrison's *Beloved*, Whitehead's *Underground Railroad*). Topics will include the claims of realism and the powers of fantasy, the relationship of space to time, and the politics of fiction.

*Maia McAleavey***ENGL3246 Cosmopolitan London: Communities and their Stories**

(Summer: 3)

**Offered Periodically**

A city of stupendous contradictions, London is as much home to grand traditions and manners as it is to the most irreverent and brazen of youth and working class cultures. Besides the fascinating spectrum of class relations secured by the monarchy, London is also one of the most diverse cities in the world where migrants from former colonies of the empire have put down deep roots thereby redefining the meaning of being British in relation to being English. Taking up the living history of its grand imperial past, this course samples contemporary London's vibrant cosmopolitanism through art, literature, food, neighborhoods, and communities. We shall discover a globalized London that holds unusual secrets and overlooked treasures in places off the beaten track, or sometimes hidden in plain sight.

*Kalpana Seshadri***ENGL3303 Tolstoy and Dostoevsky (in Translation) (Spring: 3)**

Cross listed with SLAV2179

**Offered 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. Shrayner***ENGL3304 King Arthur in German Literature (Spring: 3)**

Cross listed with GERM2240

**Offered Biennially****Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.**

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the Knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.

*Michael Resler***ENGL3307 History of the English Language (Spring: 3)****Offered Annually****Satisfies Lynch School of Education Requirements for English majors. (HEL/Grammer/Syntax).**

This course provides a cultural history of English over 1500 years. We examine basic linguistic processes (meanings, sentence structure, sounds, spellings, word formation); follow the phases of English (Indo-European, Germanic, Old English, Middle English, Early Modern English, Modern English), and interrogate notions of correctness, "standard"/"non-standard," "literary" language, simplified language, spelling reform, pidgins and Creoles, the increasing dominance and variety of English around the world, and the powerful influence of cyberspace. Along the way, we will read historical events such as invasions, political and intellectual revolutions, immigration, emigration, and cultural assimilation as shaping forces in the living entity of the language.

*Robert Stanton***ENGL3313 Rags and Riches: Poverty and Wealth in Eighteenth-Century England (Fall: 3)****Offered Annually****Fulfills the pre-1900 requirement.**

This course examines the representation of poverty and wealth in eighteenth-century England. Using poetry, prose, drama, fiction, and visual arts as our texts, we will ask how the century generated stories and theories to account for economic disparities in society. Among other questions, we will ask how the period understood such phenomena as upward and downward mobility. How did emerging economic theory alter existing attitudes about social relations? What can these eighteenth-century texts tell us about our own attitudes towards poverty and wealth? Authors include: Defoe, Swift, Pope, Gay, Equiano, Blake, and Adam Smith.

*Elizabeth Kowaleski Wallace***ENGL3314 Writing Out of Place (Summer: 3)****Satisfies Cultural Diversity Core Requirement****Offered Annually**

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.

*Suzanne Matson***ENGL3316 Incendiary Poetics: Whitman and Ginsberg (Fall: 1)****Offered Periodically**

This seminar will focus on the long poems of Walt Whitman and Allen Ginsberg, whose work arguably changed the course of American poetry. We'll look at the structure and content of the poems through close reading, with additional short readings to provide context and demonstrate both how revolutionary were the poems themselves and the ways they continue to talk to each other about American ideals and exceptionalism. Students will be expected to lead discussions on self-selected topics, and to participate fully in dialogue about the poems, the poets, and their times. Short papers, one longer final paper of 5–7 pages.

*Susan Roberts*

## ARTS AND SCIENCES

### ENGL3335 Food Writing in Paris (Summer: 3)

#### Offered Periodically

ENGL3335 is a four-week course held in Paris during the month of June. Students interested in applying to the course can e-mail questions to [suzanne.berne@bc.edu](mailto:suzanne.berne@bc.edu) or visit [www.bc.edu/international](http://www.bc.edu/international).

*Suzanne Berne*

### ENGL3337 Writing Wilderness (Summer: 3)

*Prerequisites:* An interest in creative writing, an interest in environmental learning, physical ability to be on a trail (though not necessarily to undertake hikes rated “difficult”).

#### Offered Periodically

Writing Wilderness is a multi-genre, introductory-level, creative writing course. A key element in this course will be the immersion of students in an environment that stimulates fresh perspectives to explore place through writing. The course will use the workshop model of sharing writing drafts with peers and the instructor to gain feedback before revising and working toward a portfolio of polished work. Writing prompts will encourage students to examine Americans’ relationship to “nature” as it has been experienced from “taming” the wilderness through the development of cities, suburbs, farming, and rural communities. Literary models ranging from Henry David Thoreau, Walt Whitman, Emily Dickinson, Gary Snyder, Wendell Berry, Annie Dillard, Barry Lopez, Michael Pollan, and others will be used not only to provide social and historical context for the shifting meanings we’ve assigned our landscapes but also to exemplify craft strategies students can analyze and practice in their own writing.

*The Department*

### ENGL3392 Syntax and Semantics (Spring: 3)

*Prerequisite:* LING3101 or equivalent.

Cross listed with LING3102

#### Offered Annually

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*The Department*

### ENGL3393 Chaucer (Fall: 3)

#### Offered Periodically

This course will fulfill the pre-1700 requirement.

Geoffrey Chaucer (d. 1400) was the first poet writing in English who was lauded and studied as literature in his own time. His body of writing, covering a breathtakingly wide range of subjects, is a subtle mix of satire and the sublime. This course is an introduction to Chaucer’s poetry, including his masterpiece, the *Canterbury Tales*. It is also an introduction to the Middle English language. The course is structured around the different genres and literary forms invented or reinterpreted by Chaucer, from tales of courtly love to fabliaux (fables) and dream visions. No prior knowledge of Middle English required.

*Eric Weiskott*

### ENGL3401 Science Fiction (Spring: 3)

#### Offered Periodically

This is a course on the genre of literature known as “Science Fiction,” “SF,” or “scifi.” Since this is a genre course, we will spend a bit of time discussing the definition of scifi, how there are many definitions that are not agreed upon, and what that tells us about the type of literature. We’ll set the genre within the historical context of Enlightenment rationalism and romanticism’s response to it, early nineteenth century industrialism and the rise of machines. Class will consist of a bit of lecture

followed mainly by discussions of the stories and books, within the terms set out above. We will read stories from Wells and Verne and novels from Asimov to Butler to see what scifi tells us about ourselves and where we are going. Three papers required plus a midterm and final.

*Tom Kaplan-Maxfield*

### ENGL3402 Discontinuous Histories in American Literature

(Spring: 3)

#### Offered Periodically

While our understanding of American literature is deeply influenced by a certain historical determinism, this class takes as its starting point the notion that history is as yet an unfinished project. This class will consider early American writers such as Melville and Hawthorne alongside philosophers such as Marx and Foucault to see how history is in fact a living force that, as Marx writes, “weighs like a nightmare on the brains of the living.” Because the writers under consideration all envisioned a better society, at the core of our class will be their political importance for us today.

*Alex Moskowitz*

### ENGL3527 General Linguistics (Fall: 3)

Cross listed with LING3101

#### Offered Annually

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*

### ENGL3528 Historical Linguistics (Spring: 3)

*Prerequisite:* LING3101 or equivalent and familiarity with an inflected language.

Cross listed with LING3325

#### Offered Annually

The phenomenon of language change and of languages, dialects, and linguistic affinities as examined through the methods of comparative linguistics and internal reconstruction.

*M.J. Connolly*

### ENGL3701 Early Modern Love: Human and Divine (Fall: 3)

#### Offered Periodically

Fulfills the pre-1700 requirement.

Love is one of the predominant themes in sixteenth and seventeenth-century literature, in which love is variously described as a fire and a disease, a god and an idol, a misery and an ecstasy. This course will explore the literary forms and genres through which early modern authors depict love for family, friends, one’s beloved, and God. We will study early modern understandings of the obstacles to an enduring love and the ways in which people sought to overcome these obstacles. Readings will likely include works by Shakespeare, Spenser, Milton, Donne, Herbert, and women writers of the period.

*Laura Sterrett*

### ENGL4002 Narrative Journalism in Peace and War (Fall/Spring: 3)

Cross listed with JOUR2202

#### Offered Periodically

This course will engage with modern and contemporary examples of so-called “long form” journalistic narratives (essays, books, and perhaps an example of graphic journalism) that, by applying literary

techniques to nonfiction, tell us a story about contemporary social life. Discussing matters of literary form and technique as well as journalistic norms, we will cover nonfiction texts that address both social conditions on the home front (inequality, Wall Street adventurism, street crime, race relations, police culture) and international conflicts (including war and terrorism), generally (but not always) involving the U.S. Writers covered will include figures such as Michael Lewis, Joan Didion, George Packer, William Finnegan, Suki Kim, Isabel Wilkerson, Geraldine Brooks, Mike Davis, Alex Kotlowitz, John Hersey, Anne Fadiman, and others.

*Christopher Wilson*

**ENGL4016 Reporting Civil Rights (Fall: 3)**

**Cross listed with JOUR2016 and AADS4016**

**Offered Periodically**

**Fulfills the Cultural Diversity requirement.**

This course explores first-hand accounts from the front lines of movements to advance social justice, from the abolitionist and anti-lynching campaigns of the nineteenth century and those that toppled Jim Crow, to broader issues such as prisons and poverty, immigration and education. Students will develop their knowledge of civil rights reporting history in the U.S., gain skills and practices, and learn how to apply all three in reporting and writing in core beat areas.

*Angela Ards*

**ENGL4018 Why Poetry Matters (Fall: 3)**

**Offered Periodically**

At times, even poets question the function of poetry: “It is difficult/to get the news from poems,” William Carlos Williams famously conceded, before continuing, “yet men die miserably every day/for lack/of what is found there.” What *is* found there? What can poetry *do*? How has it helped shape history, politics, and the world as we know it? This course, open to majors and non-majors alike, introduces readers to the pleasures, rigors, and urgencies of poetry. We will explore poetry’s unique paradoxes, examine its methods for appreciating beauty and seeking truth, consider the purposes of poetic form, and evaluate the ways in which poetry has been used to engage the big questions of different disciplines: philosophy, history, sociology, education, and even the hard sciences. Experience welcome but not required.

*Allison Adair*

**ENGL4100 Business Stories: Fortunes, Failures, and Frauds**

**(Spring: 3)**

**Offered Periodically**

This course examines the ways storytelling and fiction-making shape commercial life from within and without. Through close examination of novels, nonfiction narratives, drama, and films from different English-language traditions, spanning the early modern period to the present day, we will explore questions of ethics, value, and identity in commercial culture and the tales we tell about it.

*Aeron Hunt*

**ENGL4101 The Gothic Novel (Spring: 3)**

**Offered Periodically**

**Fulfills the pre-1900 requirement.**

The late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, beginning with the explosive emergence of the Gothic, which helped inspire or transform the historical novel, women’s domestic fiction, the psychological novel, and the political novel. Best known for the Gothic and its influence on Jane Austen and Walter Scott, the period also produced many strange and brilliant

works in the shadow of Gothic. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Brontë, we will consider the novel from historical, ideological, feminist, psychological, and formal and stylistic perspectives.

*Alan Richardson*

**ENGL4201 Science Writing (Fall/Spring: 3)**

**Offered Periodically**

From driverless cars to gene therapy to cryptocurrency, the latest scientific and technological breakthroughs promise to transform life as we know it. When science moves from the laboratory to corporate boardrooms, to news headlines and into our daily lives, writing is involved in every step along the way. In this course, we will read works created by and about scientists, and explore how science circulates through society via social media and blog posts, traditional media, and government policy making. We’ll also examine how companies communicate with the public via press releases, the media and advertisements. In written and oral assignments, students will practice the skills essential for success in writing about science—researching and reporting, interviewing scientists, pitching new ideas, understanding audience expectations and clearly communicating essential knowledge. Students will have multiple opportunities to conceive, draft, revise and complete writing projects tailored to diverse audiences. This course aims to help students understand and explore science writing as a career—including opportunities in media, research labs, university news offices, museums, science and technology focused companies, and many other venues.

*The Department*

**ENGL4301 Outcast Ireland: Paupers, Penitents, Patients (Fall: 3)**

**Offered Periodically**

This course considers the roles played by institutions in Irish society since the formation of the State (1922). We study the history of institutional provision, both as a legacy of empire and an apparatus of social control throughout the twentieth century, e.g., Industrial Schools, Magdalene Laundries, Mother and Baby Homes, and “Mental Hospitals.” We examine legislation and social policy informing social phenomena contained by these institutions, e.g., poverty, illegitimacy, single motherhood, deviancy, illness, etc. We analyze how literary and cultural representations (e.g., fiction, drama, poetry, film, memoir, journalism, and testimony) contribute to making visible aspects of Irish society typically hidden from view. And, we evaluate the significance of human rights advocacy campaigns, survivor organizations, and the State’s response to demands for justice, redress, and memorialization.

*The Department*

**ENGL4340 Milton (Spring: 3)**

**Offered Annually**

**Fulfills pre-1700 requirement.**

Readings in early poetry will lead up to reading Milton’s epic in its entirety. Some attention will be afforded to Milton’s political writing as well. After reading *Paradise Lost*, we’ll look into the experience of one of its most earnest readers, the unnamed creature at the center of Mary Shelley’s *Frankenstein*. There will be ample opportunities to read aloud in small groups outside our ordinary class-meetings.

*Dayton Haskin*



## ARTS AND SCIENCES

### ENGL4380 True Fiction: From Philosophy to Literature

(Fall/Spring: 3)

Cross listed with PHIL4380

Offered Periodically

Beginning with Plato's allegory of the cave, this course will examine the question of truth and the way it has been addressed in several key texts, at several key moments, in the history of philosophy and of literature. What is the relation between the philosophical concept of truth and the literary modes of fiction in which that concept is often articulated? Readings will include Plato, Descartes, Kant, Kleist, Kierkegaard, Nietzsche, Kafka, and Heidegger, among others.

*Kevin Neumark*

### ENGL4393 Jane Austen and Her Contemporaries (Fall: 3)

Offered Annually

Satisfies the pre-1900 requirement. Satisfies the Women Writers requirement for LSOE.

The "cult of Jane" is alive and well in the twenty-first century, reimagined by books like *Pride Prejudice and Zombies*, by television shows like *Death at Pemberly*, and by Austen societies cropping up in places from Belgium to Pakistan. In this class, we will study Jane Austen's major works in the literary and the social/historical contexts of the late eighteenth and early nineteenth centuries. But we will also consider why books published 200 years ago seem to speak so clearly to our own cultural moment.

*Rebekah Mitsein*

### ENGL4412 Writing Workshop: Creative Nonfiction

(Fall/Spring: 3)

Offered Annually

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*

### ENGL4432 Advanced Creative Nonfiction: Food and Culture

Writing (Spring: 3)

Offered Annually

Considering the intersections between food, culture, and identity, we will read and write creative non-fiction essays exploring kitchens, gardens, markets, and the people who populate them. Drawing on Boston's deeply rooted culinary traditions, we will consider the rituals connected to food-making and eating and the way recent ethnic groups and food producers (farmers, bakers, cheesemakers, spice vendors) have shaped today's culinary landscape. Through the writing and revision of several essays, students will explore their own experiences with food and the way this is inextricably linked to one's identity. In-class activities will include writing in response to tastings of locally produced products.

*Lynne Anderson*

### ENGL4433 Advanced Creative Nonfiction: Flash Nonfiction

(Spring: 3)

Offered Periodically

This course is open to sophomores, juniors, and seniors (who will be selected on the basis of manuscript submission).

Students will focus on producing short (from 280 characters to 750 words) pieces of creative nonfiction, including micro-narrative; lyric essay;

braided essay; an integrated sequence of status updates or tweets; an appropriated form essay; a letter-as-essay; and a persona piece. Assigned writing includes a new flash nonfiction piece almost every week, along with a revision of the previous week's piece. Students will get feedback on work-in-progress in a workshop or individual conference almost every single week.

*Lad Tobin*

### ENGL4434 Advanced Creative Non Fiction: Writing Mental Health (Fall: 3)

Offered Annually

"Much madness is divinest sense—to a discerning eye—" so begins one of Emily Dickinson's most famous poems. How do writers treat mental health as a subject? What are the issues and questions that arise when contemplating such a large and complex area? In this workshop students will write their own essays in a variety of non-fiction styles (reportage, opinion, profile, narrative, memoir) to address issues of mental health such as mental illness, addiction, neurology and neuropsychology, behavior, and medical history. We'll read short works from a wide selection of writers across disciplines that may include: TaNehisi Coates, Oliver Sacks, Elizabeth Wurtzel, William Styron, Mary Karr, Sigmund Freud, Carl Jung, Alice Miller, Leslie Jamison, and poems of Theodore Roethke, Sylvia Plath and Ted Hughes, documentary, and photographic work of Dior Vargas.

*Susan Roberts*

### ENGL4437 Advanced Creative Nonfiction: Nonfiction Storytelling (Fall/Spring: 3)

*Prerequisite:* With permission of the Instructor.

Cross listed with JOUR2250

Offered Periodically

In this advanced creative nonfiction writing course we practice and study the craft of telling true stories. We try out a variety of forms ranging from journalism to memoir—profile, feature, reported essay, personal essay, etc.—and work on professional skills, such as pitching a story and assessing the house styles of publications. Class visits by professional writers, a variety of writing assignments, workshoping of student prose, and discussion of assigned reading are regular features of the course's workload. Admission by permission of instructor: please submit a writing sample of up to 10 pages to rotellca@bc.edu by April 9.

*Carlo Rotella*

### ENGL4478 Poe and the Gothic (Spring: 3)

Offered Annually

Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto* to "The Yellow Wallpaper" and beyond. In addition to Poe, we will read work by some of the following writers: Horace Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft, and Stephen King.

*Paul Lewis*

### ENGL4500 Queer Cinema/Queer Theory (Spring: 3)

Offered Annually

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*

**ENGL4501 Boston: History, Literature, and Culture I (Spring: 3)**

Cross listed with HIST4471

Offered Annually

Satisfies the pre-1900 requirement for the English major

Covering the period from the arrival of the Winthrop Fleet in 1630 through the Civil War, this is the first half of a two-semester, interdisciplinary course on Boston’s history, literature and culture broadly defined. Team-taught by a history and an English professor, and drawing on experts in the other areas (including music and visual arts), the class reads poetry, drama, fiction and nonfiction connected to Boston in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

*Paul Lewis*

**ENGL4502 Boston: History, Literature, and Culture II (Fall: 3)**

Cross listed with HIST4472

Offered Annually

Covering the period from the Civil War to the present, this is the second half of a two-semester, interdisciplinary course on Boston’s history, literature, and culture. Team-taught by a History and an English professor, and drawing on faculty in other departments and experts in the Boston area to provide insights into Boston’s culture broadly defined, the class examines Boston’s literature, film, art, music, and other cultural forms in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

*Carlo Rotella*

**ENGL4509 Health Journalism (Spring: 3)**

Cross listed with JOUR2209

Offered Periodically

Does diet soda cause Alzheimer’s? Do blueberries prevent cancer? Responsible health writing is one of the most challenging, and important, forms of journalism. Done well, it can save lives; done poorly, it can cause harm. This course will teach students the basics of health journalism: how to conduct interviews, interpret study results, and translate jargon into clear prose. Equally important, students will examine how health reporting reflects broader societal issues like climate change, income inequality, and environmental justice. Students will leave this class as more critical producers and consumers of health journalism, with stronger writing skills and a sense of how news is made.

*Barbara Moran*

**ENGL4513 Psychoanalysis and Literature (Spring: 3)**

Offered Periodically

A course on psychoanalytic theory by Freud, Lacan, Kristeva, Žižek (and possibly Abraham and Torok and Laplanche) in relation to specific literary texts. We will focus on concepts such as castration, fetishism, the death drive, the gaze, transference, love/desire, the Symbolic/Imaginary/Real, sublimation, the drive, and *jouissance* as well as the clinical categories of melancholia, obsessional neurosis, hysteria, perversion, and psychosis. We will read material on these thinkers, such as Fink’s *A Clinical*

*Introduction to Lacanian Psychoanalysis*, Restuccia’s *Amorous Acts* and *The Blue Box* (on contemporary film), Ruti’s *The Singularity of Being*, and Zupancic’s new *What is Sex?* Two papers are required.

*Francis Restuccia*

**ENGL4519 The Short Story in the World (Spring: 3)**

Offered Periodically

Satisfies the pre-1900 requirement

This course examines thought-provoking stories that were and still are influential across national, linguistic, and imperial boundaries from the late nineteenth through the mid-twentieth century, from literary realism through naturalism and modernism. The fiction will come from west Africa, southern Africa, western Europe, Russia, Australia, New Zealand, and the Indian Subcontinent. Authors will include Chinua Achebe, Mulk Raj Anand, Bessie Head, Anton Chekhov, Thomas Hardy, Rudyard Kipling, Katherine Mansfield, D.H. Lawrence, Virginia Woolf, and others.

*James Najarian*

**ENGL4526 Shakespeare: Early Plays (Fall: 3)**

Offered Annually

Fulfills pre-1700 requirement.

This course will examine comedies, tragedies, and histories written by Shakespeare during the first half of his career. Plays may include *The Comedy of Errors*, *Titus Andronicus*, *Richard III*, *Henry IV Parts I and II*, *Henry V*, and *The Merchant of Venice*. We will also engage in archival research and read a variety of non-literary texts from the period in order to consider the cultural contexts in which these plays were produced and the ways that they explore notions of monarchy, gender, race, and recent royal history. We will think about how these plays resonate with modern audiences as well.

*Mary Crane*

**ENGL4529 Shakespeare: Later Plays (Fall: 3)**

Offered Annually

Fulfills the pre-1700 requirement.

This is a discussion-intensive course in Shakespeare’s later plays and the culture within which they were written and performed. In addition to regular writing assignments, students will be asked to work in small groups throughout the semester to invent and produce a scene from one of the plays’ off-stage controversies. They should not take the course if their schedules cannot accommodate meeting for an hour a week outside of class to develop this project, or if they prefer not to work with a group. Plays will include: *Antony and Cleopatra*, *Hamlet*, *Macbeth*, *Othello*, *All’s Well that Ends Well*, and *The Winter’s Tale*.

*Caroline Bicks*

**ENGL4536 Joyce’s *Ulysses* (Spring: 3)**

Offered Annually

One single semester. One demanding class. One hugely important book. This course will lead you on an extended exploration of Joyce’s *Ulysses*. Joyce is intermittently baffling; he’s always fascinating; he’s frequently hilarious. He’s never less than challenging. No prior knowledge of Joyce’s works is required, just a willingness to tackle the challenges offered by this wonderful, astonishing, intricate text. “The demand that I make of my reader,” he wrote, “is that he should devote his whole life to reading my works.” I think a semester will do. Mainly for the daring.

*Joe Nugent*

## ARTS AND SCIENCES

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### ENGL4551 Contemporary Literary and Cultural Theory (Fall: 3)

Offered Annually

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from *The Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

*Frances Restuccia*

### ENGL4577 Writing Workshop: Poetry (Fall/Spring: 3)

Offered Annually

The course will provide an introduction to poetry writing as a discipline and craft by encouraging students to practice writing in a variety of modes. Students' own poems, from both open and directed writing assignments, will become the main text for this workshop, in addition to some models provided by the instructor for discussion of prosody and technique. The workshop critiques will focus on strategies for revising early drafts, and a chapbook of finished poems will be due from each student at the end of the semester. No application process.

*The Department*

### ENGL4579 Writing Workshop: Fiction (Fall/Spring: 3)

Offered Annually

Enrollment limited to 15.

Students will study and practice elements of fiction writing: character development, point of view, voice, setting, imagery, sentence design, plot, pacing, and the use of time in a narrative. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to share one's own work is an essential prerequisite. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Class time will be used for discussion of models from our anthology, in-class writing exercises, and group workshops focused on student writing. Individual conferences with the instructor supplement workshop discussions. Students will submit a final portfolio of polished, revised fiction.

*The Department*

### ENGL4580 Fiction: Second Workshop (Fall/Spring: 3)

Offered Annually

*The Department*

### ENGL4581 Uncanny Fiction (Fall/Spring: 3)

Offered Periodically

This is a writing workshop.

How does an idea develop into a story? What makes a character come alive? Why is setting important? These are a few of the questions this course will explore by considering fiction that contains an uncanny or mysterious element. That uncanny element might be something seemingly supernatural; it might be a psychological state, a surreal event, or simply a weird detail that throws an "ordinary" day off-kilter. We will be focusing on character, framing, action, plot, and narrative perspective, among other aspects of fiction, by examining stories by professional writers and in workshop discussions of student writing.

*Suzanne Berne*

### ENGL4588 Business Writing (Fall/Spring: 3)

Offered Annually

For Carroll School of Management students, the course is also available as BCOM6688.

This course will expose students to the type of writing done on the job. Real-life examples will illustrate appropriate writing style, language, and formats for business settings. By the end of the semester, students will be proficient in producing business correspondence, reports, proposals, resumes, and presentations.

*Sarah Sutton*

### ENGL4599 Undergraduate Reading and Research (Fall/Spring: 3)

Offered Annually

*The Department*

### ENGL4637 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)

Cross listed with UNCP5544

Satisfies Cultural Diversity Core Requirement

Offered Annually

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students' four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality, and relationships, and have prepared them to face the great mystery of life ahead. The main texts include *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter's Daughter*, and *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*. Personal reflection papers and class participation are a main component of this course.

*Dorothy Miller*

### ENGL4661 American Studies Honors Thesis (Spring: 3)

Offered Annually

*The Department*

### ENGL4670 Capstone: Into the Woods (Fall: 3)

Cross listed with UNCP5541

Offered Annually

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.

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the "woods of BC" with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

*Bonnie Rudner*

### ENGL4801 Literature, Contagion, and Quarantine (Fall: 3)

*Prerequisite:* With permission of the Instructor.

Offered Periodically

Can literature offer ethical inquiry into issues elicited by contagion? This course explores representations of epidemic, quarantine, and personal liberty through narrative nonfiction, novels, physician

memoirs, and films. Readings may include texts by Daniel Defoe, Albert Camus, Bram Stoker, Abraham Verghese, Randy Shilts, and Emily St John Mandel. Topics will include epidemic and the rise of public health; quarantine, immigration, and xenophobia; contagion outbreaks and accounts of “patient zero”; and science fictions of earth after pandemic. Assignments will likely include a critical paper, short writing exercises, and final (collaborative) presentations. (This course counts as an advanced elective for Medical Humanities minors.)

*Amy Boesky*

**ENGL4802 Race and Gender in Visual Culture (Fall: 3)**

**Offered Periodically**

This course introduces students to the field of visual culture, with a particular emphasis on representations of race, class, gender and sexuality. Our readings will include critical analyses of photographers using image and text to expose the complexities of identity and power (Barbara Kruger and Lorna Simpson); artists challenging racial, sexual and class identity (Robert Mapplethorpe’s *Black Book*, a documentary film about Harlem drag balls, *Paris is Burning*, and Alfred Hitchcock’s film *Rear Window*). A central focus of the course will be on the exhibition at BC’s McMullen Museum of the photography of the African American artist Carrie Mae Weems, which explores the role of art in generating conversation around the impact of violence and the possible ways to resist its dehumanizing effects.

*Robin Lydenberg*

**ENGL4803 Wandering in the City: from Baudelaire to Banksy (Spring: 3)**

**Offered Periodically**

This course will trace the figure of the *flâneur* or street wanderer from the mid-nineteenth century urban poetry of Baudelaire to contemporary street artists marking their paths through the city. The *flâneur*’s critical consciousness and active creativity distinguish him from the passivity of the tourist and the materialism of the shopper. We will follow Benjamin in Berlin, Teju Cole in New York, and the Surrealists in Paris. Whether a native or a stranger (like Hemingway or Baldwin in Paris), the *flâneur* is always anonymous and detached. Guided by these and other models, students will perform their own attentive analytical wanderings in the Boston area.

*Robin Lydenberg*

**ENGL4804 Digital Literature (Spring: 3)**

**Offered Periodically**

Technology is changing the way we read and write literature. Browse the iOS or Android app store and you’ll see that countless writers and artists are now using digital-specific tools—from hyperlinks to geolocation to augmented reality—to create cutting-edge electronic literature. This course will invite you to study the genre both critically and creatively; we’ll review creative writing fundamentals, elements of new media, hypertext theory, and basic programming skills. Then we’ll synthesize all of this in order to write and code our own original digital projects. No prior experience in creative writing or computer programming is required for this course—just a willingness to learn about both disciplines and the ways in which they intersect.

*Chris Boucher*

**ENGL4915 Advanced Fiction Writing Workshop (Spring: 3)**

**Offered Annually**

**Grad/Undergrad course.**

This workshop, for students who have had some fiction writing experience and are ready to grow further, will focus on intensive writing, group and instructor feedback, revision, and development of craft strategies through discussion of models and use of prompts and exercises. Enrollment in the course commits you to continuous writing and revision outside of class and full participation in the workshop editing process. I will meet with each of you for revision conferences after your workshops, and will provide written and oral feedback in lieu of grades as you work toward a polished 20 pages of fiction in your final portfolio. Rolling admission by application: Send, by the first day of spring registration, an 8-page sample of your fiction to [suzanne.matson@bc.edu](mailto:suzanne.matson@bc.edu).

*Suzanne Matson*

**ENGL4917 Advanced Poetry Workshop (Spring: 3)**

**Offered Annually**

**No application process or prerequisite is required, but previous workshop experience is advised.**

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 roughly two poems a week, responding to each other’s drafts in workshop discussion. Though the bulk of class discussion will be about student writing, some class time will be devoted to a discussion of useful models and what they can teach us about strategy and craft. Short in-class exercises will be given weekly as prompts to begin the writing process. In ongoing consultation with the instructor about which poets might interest them most, students will devise their own reading list of contemporary poets and keep a response journal. In at least two conferences over the semester, each student will be given individual feedback on a packet of revisions. The final project will be a chapbook of revised poems produced over the semester, culled from drafts produced in and out of class.

*Allison Adair*

**ENGL4990 From Page to Pod: Making Literature Public (Fall/Spring: 3)**

*Prerequisite:* With permission of the Instructor.

**Cross listed with JOUR2290**

**Offered Periodically**

In this practical, collaborative, and project-driven course, we’ll celebrate the Irish comic novelist, journalist, playwright, and television-scriptwriter, Flann O’Brien. Exploring O’Brien’s archives, we’ll research, document, and curate those works for a spring 2019 exhibition in the Burns Library—but more: scripting and recording our own podcasts, we’ll carry O’Brien’s satirical bite to a broader American public. O’Brien is as contemporary as *The Onion*, as absurd as Beckett, as smart as...well...you. Along the way, we’ll map out the future of literary studies (and your own role in the Public Humanities). The seminar will be challenging—but fun. All disciplines made welcome.

*Joe Nugent*

**ENGL5005 Advanced Topic Seminar: Theater and Globalization: Contemporary Irish Drama (Spring: 3)**

**Offered Periodically**

This advanced topic seminar will be taught by the Burns Visiting Scholar, Prof. Patrick Lonergan from NUI Galway.

*Patrick Lonergan*



## ARTS AND SCIENCES

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**ENGL5006 Seminar: School's Not Everything: Education and African American Literature (Fall: 3)**

**Offered Periodically**

**Fulfills the Cultural Diversity requirement.**

This course explores moments of school and education in African American literature. From Frederick Douglass' 1838 narrative to Toni Morrison's *The Bluest Eye*, we will examine representations of African Americans' ongoing-fight for equal educational opportunities (i.e., black colleges, Brown v. Board of Education, affirmative action) alongside black literature's many depictions of stolen education, hidden classrooms, and resistances within traditional school settings. Additionally, we will attend to black writers' awareness of the schooling force of language and literary genres and the various ways their own texts emerge as schools and pedagogies that challenge the cultural-political ideologies enacted in American schools.

*Allison Curseen*

**ENGL5007 Advanced Topic Seminar: Toni Morrison (Fall/Spring: 3)**

**Offered Periodically**

Using a selection of Toni Morrison's creative and non-fiction writings, we will explore various United States' preoccupations as they are refracted through a black literary perspective. In other words, we will identify and explore thematic and artistic concerns that arise in Morrison's work and that dialogue with United States' historical realities. The following themes shape this course: dominant cultural mores and their impact (*The Bluest Eye*); legacies of slavery (*Beloved*); gender, race, and Americanness (*A Mercy*); culture as a sustaining force, masculinity (*Song of Solomon*); women's responses to patriarchy and constructions of femaleness (*Sula*); and race, belonging, citizenship (*Home*).

*Rhonda Frederick*

**ENGL5008 Advanced Topic Seminar: Hamlet and its Afterlives (Spring: 3)**

**Offered Periodically**

**Fulfills pre-1700 requirement**

How has Shakespeare's most famous play become part of popular culture? Part one of the course will ask, what was *Hamlet*? We will trace the textual history of the play, which survives in three tantalizingly variant versions, and pursue in-depth interpretation. Part two, what is *Hamlet*?, will consider offshoots and adaptations inspired by the play. Texts may include Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, Paul Rudnick's *I Hate Hamlet*, Ian McEwan's *Nutshell*, as well as film adaptations. In addition to presenting independent research, students will explore staging the "First Quarto" version of 1603.

*Andrew Sofer*

**ENGL5510 Contemporary American Women Writers (Spring: 3)**

**Offered Periodically**

Focusing on literature written by American women from 1980 to the present, this course will explore issues of space, family dynamics, immigration, power, race, violence, grief, and embodiment, as well as gender. We will ask questions such as: How do these writers define space, and use literature to claim a space of their own? What is the relationship between gender and race or ethnicity, in a given text and in contemporary American culture? How do women writers represent the intangible dynamics of emotional connection and loss? How does fiction represent changing experiences of embodiment, including pregnancy, obesity, illness, and aging?

*Laura Tanner*

**ENGL5513 American Studies Senior Seminar (Fall: 3)**

**Offered Periodically**

**Fulfills the pre-1900 requirement.**

**Department Permission only**

Where in the world is American Studies? That is the central question we will take up in this seminar, and we will attempt to answer it by exploring different accounts of Americans traveling and living abroad as sailors, exiles, soldiers, expatriates, and tourists. Through a selection of readings and films, we will consider the ways in which American identities and cultures from the nineteenth to the mid-twentieth centuries take shape and transform through different global encounters.

*Adam Lewis*

**ENGL6601 Holocaust Literature: History, Memory, Legacy (Spring: 3)**

**Cross listed with HIST4294 and SLAV6060**

**Offered Periodically**

A brief overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of ideology, metaphysics, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, journalism, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, 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 readings will be in English translation.

*Maxim D. Shrayner*

**ENGL6006 Beckett (Fall: 3)**

**Offered Periodically**

This course introduces a major Irish (post)modernist writer, arguably the most important playwright of the twentieth century. Reading a range of Beckett's fiction and drama, and with the help of various critical essays, we will place Beckett in his biographical, geographical, theatrical, and historical contexts. Texts will include *Waiting for Godot*, *Endgame*, short fictions early and late, and several plays for television. Work will include a class presentation, a short project, and a final long essay for which original archival research in the Burns library is an option. No previous familiarity with Beckett is required.

*Andrew Sofer*

**ENGL6007 Desire in the Novel (Fall: 3)**

**Offered Periodically**

**Fulfills the pre-1900 requirement for undergraduates.**

Desire, for this course on the history of the novel, will lead to formal questions: the construction of plot, the creation of character and calibration of sympathy, the genre's complex modalities of narration and perspective. Does the tradition offer a progressive elaboration of techniques for representing psychology or interiority? What possibilities does its mapping of social relations adumbrate for how such relations might change? Developing a critical vocabulary for the careful reading of fiction, and focusing especially on free indirect style (represented thought), we will move between a series of eighteenth- through twentieth-century novels and theoretical accounts of the genre.

*Kevin Ohi*

**ENGL6008 Contemporary Literature About the Environment**

(Fall: 3)

**Offered Periodically**

The current growing interest in environmental issues is reflected in contemporary literature across genres, including fiction, journalism, life-writing, poetry, and film. This course examines this literature, and connects it to contemporary scholarship exploring what the humanities can offer to debates surrounding urgent ecological concerns. Race in particular will remain an important feature of the course's discussions.

*Min Song***ENGL6009 Literature and Early American Media (Spring: 3)****Offered Periodically****Fulfills pre-1900 requirement**

This seminar examines classic early American literature in relation to new popular media of the era. It will consider the impact of photography, the penny press and magazines, the theater, and the traveling exhibits of P. T. Barnum's American Museum on writers such as Edgar Allan Poe, Nathaniel Hawthorne, Frederick Douglass, Harriet Beecher Stowe, Herman Melville, and Walt Whitman, among others. Throughout, we will consider how different forms of media generated unique anxieties about issues of authenticity, truth, and public deception. Students will also learn methods of digital and archival research methods for a final project.

*Adam Lewis***ENGL6010 Shakespeare: Truth and Lies (Spring: 3)****Offered Periodically****Fulfills the pre-1700 requirement for undergraduates.**

Shakespeare lived and wrote at a time when the ideas about what was true, and how to determine what was true, were changing. The Protestant reformation, invention of the printing press, humanist education, exploration and colonialism, and the beginnings of the scientific revolution all motivated people to focus on questions of truth, falsehood, and epistemology. Although newspapers were just beginning to be invented near the end of Shakespeare's life, his plays are obsessed with fake news, how to tell if people are lying, and how to figure out what is true. In this course we will read a selection of Shakespeare's comedies, histories, tragedies, and romances with a focus on how truth and lies are represented. We will also consider the history of various conspiracy theories that have tried to establish that William Shakespeare did not write the plays attributed to him.

*Mary Crane***ENGL6011 Black Elsewhere(s): Race and Space (Spring: 3)****Offered Periodically**

For every *where* the African Diaspora has been, scholars maintain that blackness is, in fact, *nowhere* at all, fundamentally excluded from the world. But where else, if not the world, is blackness? And might such black elsewheres bear a privileged relation to what we may alternatively call the Earth? Guided by these questions, this course takes up the precarious spatial resume of blackness in three units centered on land, sea, and outer-space. Through the study of such black elsewheres in literature, theory, and history, we will ask whether the extra-world habitation of blackness discloses a more robust and ecological vision of the Earth.

*Jonathan Howard***ENGL6012 Irish Victorian Fiction (Spring: 3)****Offered Periodically**

Now a subject of great scholarly interest, Irish Victorian fiction was long neglected because the following writers of the Irish Literary Revival, such as Yeats, sought to bolster their own importance. Twentieth-century,

postcolonial critics wanted to see nineteenth-century Ireland as a fractured a society incapable of fiction. In this class students will read novels that raise issues relevant to Irish Victorian fiction: the possession of land and relations between landlords and tenants; the dynamics of rural society; Gothic and allegory in writing; realism in fiction; social satire and urban fiction; women novelists and the New-Woman Novel.

*James Murphy***ENGL6013 Dickens and his World (Spring: 3)****Offered Periodically****Fulfills the pre-1900 requirement for undergraduates.**

Charles Dickens was one of the most beloved authors of the Victorian period, and his novels can still make us laugh and cry. This course provides an opportunity to survey Dickens's astonishing career: raging against social injustice, wallowing in sentimental deathbed scenes, and cackling at ridiculous caricatures. Novels will likely include *Oliver Twist*, *David Copperfield*, *Bleak House*, and *Little Dorrit*. Topics will include: the power and danger of sentimentality and melodrama; characterization and narrative structure; satire and comedy; journalism and fiction; and Dickens's pioneering development of serialized novels, which laid the groundwork for today's serial television.

*Maia McAlevey***ENGL6600 Honors Thesis (Fall: 3)****Offered Annually***Amy Boesky***ENGL6647 Irish Gothic (Spring: 3)****Offered Periodically****Fulfills the pre-1900 requirement.**

Vampires, demons, madness, imprisonment, and murder: this course investigates why, during the turbulent nineteenth century, Irish writers turned again and again to the macabre themes and unconventional narrative modes of the Gothic. Writers to be studied include Maria Edgeworth, Joseph Sheridan LeFanu, Charles Maturin, Bram Stoker, and Oscar Wilde.

*Marjorie Howes***ENGL6699 Seminar: Old English (Spring: 3)****Offered Annually****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: Tara Pisanigareau, 617-552-0843, tara.pisanigareau@bc.edu
- www.bc.edu/envstudies

#### Undergraduate Program Description

##### Learning Outcomes

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 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 to the Environmental Studies Major

Students are admitted into the Environmental Studies major by application at the end of the freshman year. Acceptance is determined by the Steering Committee of the Environmental Studies Program, which includes faculty drawn from many departments and an associate dean from the Morrissey College of Arts and Sciences. Criteria for admission include academic achievement and a personal statement.

The deadline for submitting applications is early May, at the end of your first year. The application form may be found at <https://www.bc.edu/bc-web/schools/mcas/sites/envstudies/major/apply-for-the-major.html>.

##### Major Requirements

The ENVS major consists of a minimum of 43 credits, equivalent to at least 14 full-semester courses, as detailed below. ES students may choose more than one major, but at least 27 credits for the ENVS major must not be used to fulfill requirements for another major or minor (i.e., 16 credits can be shared). Note that all Boston College majors require at least 27 unique credits, so the number of credits that can be shared will be fewer for majors that require fewer courses, such as most departmental majors (i.e., if a major requires 30 credits, only 3 can be shared).

##### A. Environmental Studies introductory seminar ENVS1100 (1 credit)

This seminar is offered in the fall semester for the new cohort of ENVS majors (sophomores). It involves readings of classic texts in environmental studies, and is similar in structure to Cornerstone courses.

##### B. Eight 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 2-credit half-semester courses that introduce students to the basic concepts of environmental science from a variety of perspectives and professors, with the specific goal of providing students

with a foundation for further interdisciplinary study of environmental issues. Students can take one or more of these courses in any given semester. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC1174 or EESC1505 for EESC2205, and EESC1157 for EESC2206.

##### C. Two foundation courses in environmental studies (6 credits; one must be at the 2000 level or higher):

- ECON2277 Environmental Economics and Policy or ECON2278 Environmental Economics
- HIST2406 This Land is Your Land: U.S. Environmental History
- HIST4703 Environmental Histories of Water
- INTL2260 International Environmental Science and Policy
- SOCY1031 Society and Environmental Transformations
- SOCY2200 Statistics (or a different statistics course)
- SOCY5563 Environmental Sociology I
- ENVS/UNAS2256 Environmental Law and Policy
- PHIL5534 Environmental Ethics
- Core Courses Open Only to First Year Students:
  - PHIL1501 Science and Ethics of Climate Change
  - SOCY1501 Global Implications of Climate Change
  - SOCY1509 Planet in Peril: History and Future of Human Impacts

##### 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 Economics, 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.

- Two of fundamentals:
  - EESC3310 Agroecology
  - ENVS3315 Sustainable Agriculture
- One of:
  - EESC1170 Rivers and the Environment
  - EESC2203 Environmental Systems: Water Resources (in addition to the B requirement above)
  - BIOL2010 Ecology and Evolution
- One of:
  - EESC2297 Environmental Hydrology
  - EESC4400 Geomorphology and Landscape Change
  - EESC4457 Watershed Science
  - EESC5535 Coastal Processes
- Two of:
  - ENVS3345 Environment and Public Health
  - ENVS3355 Sustainable Cities
  - ENVS4407/SOCY4407 Easy Being Green?
  - HIST2044 A Material and Cultural History of Food in China
  - HIST4254 Century of Famine
  - HIST4701 Ecological History of the Atlantic World
  - HIST4703 Environmental Histories of Water
  - 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
  - EESC1501 Global Implications of Climate Change (for freshmen only)
  - EESC1505 Science and Ethics of Climate Change (for freshmen only)
  - EESC2205 Environmental Systems: Climate Change (in addition to the B requirement above)
- One of: (counts toward requirement C)
  - PHIL1501 Science and Ethics of Climate Change (for freshmen only)
  - SOCY1031 Society and Environmental Transformations
  - HIST2503/SOCY1025 People and Nature
  - SOCY1501 Global Implications of Climate Change (for freshmen only)
  - SOCY1509 Planet in Peril (for freshmen only)
- Two of:
  - EESC4400 Geomorphology and Landscape Change
  - EESC4440 Global Biogeochemical Cycles
  - EESC4457 Watershed Science
  - EESC4462 Paleoclimate Dynamics
  - EESC4463 Paleoclimate Proxies
  - EESC5535 Coastal Processes
  - EESC5599 Climate Change Debates
- Three of:
  - ECON3391 Economics of Energy and the Environment
  - ENVS3340 Alternative Energy
  - ENVS3355 Sustainable Cities
  - INTL2260 International Environmental Science and Policy (in addition to requirement C)
  - PHIL5515 How to Save the World: Ethics of Climate Change
  - POLI2531 Energy Politics in U.S., Comparative and Global Perspective
  - SOCY5562 Environmental Sociology I

**Disciplines**

*Economics*

- Six of fundamentals:
  - ECON1131 Principles of Economics I/Microeconomics
  - ECON1132 Principles of Economics II/Macroeconomics
  - ECON2201 Microeconomic Theory
  - ECON1151 Statistics, or a different statistics course (can also count toward requirement C)
  - ECON2228 Econometrics
  - ECON2277 Environmental Economics and Policy or
  - ECON2278 Environmental Economics (can also count toward requirement C)
- Two of:
  - ECON3386 Public Policy Analysis
  - ECON3391 Economics of Energy and the Environment
  - ECON3392 Quantitative Methods in Environmental Economics

*History*

- Two of:
  - HIST1505 Planet in Peril (for freshmen only): in addition to the C requirement above)
  - HIST1511 Science and Technology in American Society (for freshmen only)
  - HIST1704 The Worlds of Moby-Dick
  - HIST1708 Nature on Exhibit: From Sea Monsters to Sea World
  - HIST2044 Chinese Environmental History
  - HIST2045 A Material and Cultural History of Food in China
  - HIST2406 This Land is Your Land: U.S. Environmental History (in addition to the C requirement above)
  - HIST2411 Civil War and Reconstruction
  - HIST2431 Leeches to Lasers: Medicine and Health in the U.S.
  - HIST2505 Feast or Famine, a History of Food and the Environment
  - Several other environmental history courses TBA
- Four of:
  - HIST4043 Environment, Economy, and Politics in Medieval China
  - HIST4090 Modern South Asia
  - HIST4222 Animals
  - HIST4254 Century of Famine: Nineteenth Century Social Crisis
  - HIST4423 The Plains Indians
  - HIST4701 Ecological History of the Atlantic World
  - HIST4703 Environmental Histories of Water (in addition to the C requirement above)
  - HIST4875 New England: Winthrop to Walden
  - HIST4891 Science and Religion in American History

*Political Science*

- One of fundamentals:
  - POLI1042 Introduction to Modern Politics
  - POLI1061 Introduction to American Politics
  - POLI1091 Introduction to Comparative Politics
- Two of American politics:
  - POLI2301 Policy and Politics in the U.S., One of POLI2305, POLI2309, POLI2317, POLI2322, POLI2334, POLI2338
- One of Comparative politics:
  - POLI2415
  - POLI2422
  - POLI2460
- Two of International politics:
  - POLI2531 Energy Politics in U.S., Comparative and Global Perspectives
  - One of POLI3521, POLI2522 or POLI2525

*Sociology*

- Four of fundamentals:
  - SOCY5562 Environmental Sociology I (counts towards requirement C)
  - SOCY1001 Introductory Sociology
  - SOCY2200 Statistics (in addition to the C requirement above)
  - SOCY2210 Research Methods
- Three of:
  - SOCY1509 Planet in Peril (in addition to requirement C)



SOCY1031 Society and Environmental Transformation  
SOCY3349 Environmental Studies: Selected Topics  
SOCY3375 American Economic Crisis and Social Change  
SOCY5560 Consumption and Sustainability  
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. Please see our current elective offerings, which include all Earth and Environmental Sciences courses, as well as more than 30 other options.

*F. Senior research seminar (ENVS4941–ENVS4942; 4 credits; 2 credits per semester for both semesters)*

The senior seminar involves a combination of discussions of key readings in ENVS, 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 BC. ENVS students are allowed 4 credits per semester abroad to count toward the major (or minor) requirements, or 8 credits in unusual circumstances.

For further information contact ENVS Program Director Tara Pisani Gareau, see the program website at [www.bc.edu/envstudies](http://www.bc.edu/envstudies), or stop by the program office in Devlin 213.

**Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ENVS1100 Environmental Studies Introductory Seminar (Fall: 1)  
Offered Annually**

Environmental studies connects the scientific, political, and cultural aspects of the world's environmental challenges. This twelve-week, 1-credit seminar is an orientation and introduction to interdisciplinary scholarship for the cohort of new sophomore Environmental Studies majors each fall. The course will include reading and discussions of classic texts in environmental studies, planning of individual pathways through the major (including selection of thematic or disciplinary concentrations), and several writing assignments. Collaborative and cross-disciplinary work is emphasized throughout. The course ends at Thanksgiving.

*Noah Snyder*

**ENVS2256 Environmental Law and Policy (Spring: 3)**

**Cross listed with UNAS2256**

**Offered Annually**

**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*

**ENVS3321 Building Sustainable Communities (Summer: 3)**

**Cross listed with APSY3320 and SOCY3321**

**Offered Annually**

This course will investigate contemporary urban environments through the eyes of urban farmers and community innovators who are building more equitable communities and sustainable relationships with the land. Fieldwork, class discussions, environmental media, and workshops with community partners will facilitate our engagement with sustainability narratives and practices. Course themes include the urban planning and racial politics, challenges and opportunities of deindustrialization, the environmental justice movement, youth education, organizational development, and community-based urban transformation.

*Michael Cermak*

*Matthew DelSesto*

**ENVS3340 Alternative Energy (Fall: 3)**

**Offered Annually**

Modern civilization relies upon energy to support nearly all aspects of social and economic activity. Historically, this energy has come from fossil fuels (coal, oil, and natural gas). However, important questions concerning the availability of these energy sources, as well as their social and environmental impacts, have contributed to an increasing interest in the development of alternative sources of energy (solar, wind, geothermal, biomass, tidal and wave). Through an interdisciplinary lens, this course will explore the dynamics of this energy transition with a particular focus on sustainable energy systems and alternative energy resources. Students will be introduced to the technological, economic, political, and environmental dimensions of both conventional and alternative energy resources.

*Duran Fiack*

**ENVS3345 Environment and Public Health (Spring: 3)**

**Offered Annually**

This course will provide an introduction to the field of environmental public health. We will cover the basic tools of environmental health science, including toxicology, epidemiology, and risk assessment; the use of health data in the development of environmental policies; and the disproportionate burden of EH problems on vulnerable communities in the U.S. and around the world. Major topics will include air and water pollution, global sanitation and waste, urban design and health, and the use and regulation of chemicals. The course will have a strong emphasis on environmental justice and on the global health impacts of our environmental footprints.

*Gregory Howard*

**ENVS3355 Sustainable Cities (Spring: 3)****Offered Annually**

This course examines the concept of sustainability and sustainable development within the context of urban centers. We will consider what it means for a city to be sustainable and explore how the concepts of urban sustainability have evolved over time. Students will learn how to develop and evaluate policies and procedures to address urban sustainability challenges; identify sustainable practices in urban development and planning; and develop, track, and analyze sustainability metrics and indicators for urban centers. Special attention will be given to policies and technologies related to climate change mitigation and adaptation, waste management, and water.

*Duran Fiack*

**ENVS3360 Research Methods in Environmental Studies (Fall: 3)****Offered Annually**

**For Environmental Science majors and minors only.**

The course is designed to prepare majors and minors in Environmental Studies to pursue a senior thesis or seminar research project. The course helps students develop a research question from their interest and curiosity in an environmental topic. Students are introduced to qualitative, quantitative, and spatial methods that are used in environmental studies research. Students then design a study to answer their specific research question.

*The Department*

**ENVS4921 Advanced Independent Research (Fall/Spring: 6)****Offered Annually**

Independent study in the Environmental Studies Department under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

*Noah Snyder*

**ENVS4922 Advanced Independent Research II (Spring: 6)**

*Prerequisite:* With permission of the Department.

**Offered Annually**

Independent study in the Environmental Studies Department under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

*Noah Snyder*

**ENVS4941 ENVS: Senior Research Seminar I (Fall: 2)****Offered Annually**

**For ENVS majors and seniors only.**

**This is a year-long course continued by ENVS4942.**

This year-long seminar is for seniors who are majors in the Environmental Studies Program. To assist with the transition from college to the next stage of one's career, the seminar focuses on the further development of applied multidisciplinary research, accessible writing, project coordination, and public speaking skills. Students spend the first semester engaging with scholarly materials and developing a proposal for a research project, and during the second semester the students complete their research project, potentially collaborating with a campus or community organization to address an environmental problem.

*Andrew Jorgenson*

**ENVS4942 ENVS: Senior Research Seminar II (Spring: 2)****Offered Annually**

**For ENVS majors and seniors only. This is the second-half of a year-long course.**

This year-long seminar is for seniors who are majors in the Environmental Studies Program. To assist with the transition from college to the next stage of one's career, the seminar focuses on the further development of applied multidisciplinary research, accessible writing, project coordination, and public speaking skills. Students spend the first semester engaging with scholarly materials and developing a proposal for a research project, and during the second semester the students complete their research project, potentially collaborating with a campus or community organization to address an environmental problem.

*Andrew Jorgenson*

**ENVS4943 Environmental Seminar (Spring: 3)****Offered Annually**

This seminar is for seniors who are minors in the Environmental Studies Program. With the goal to serve as a bridge between the college experience and the next stage of one's career, students fine-tune their critical writing, research, project coordination, facilitation, and public speaking skills. We investigate, actively discuss, and write about contemporary environmental issues and solutions with the aid of weekly reading assignments and the knowledge and experiences each student brings to class. Students also engage in a semester-long research project, collaborating with a campus or community mentor organization to address a specific environmental problem.

*Tara Pisani-Gareau*

**ENVS4951 Senior Thesis I (Fall: 3)****Offered Annually**

Students interested in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encouraged to contact individual faculty members about their topic.

*Noah Snyder*

**ENVS4952 Senior Thesis II (Spring: 3)****Offered Annually**

Students interested in writing a senior thesis may do so over two semesters (Fall and Spring) in their senior year.

*Noah Snyder*

**ENVS4961 Senior Honors Thesis I (Fall: 3)****Offered Annually**

*David Deese*

**ENVS4962 Senior Honors Thesis II (Spring: 3)****Offered Annually**

*David Deese*

**German Studies****Faculty**

**Michael Resler**, *Professor; Chairperson of the Department; A.B., 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**, *Assistant Professor; B.S., Vanderbilt University; A.M., Ph.D., Harvard University*  
**Nick Block**, *Visiting Assistant Professor; B.A., College of William and Mary; Ph.D., University of Michigan*

## ARTS AND SCIENCES

**Susanne Fuchs**, *Visiting Lecturer*; M.Phil., University of Vienna; Ph.D., New York University

**Geraldine Grimm**, *Lecturer*; B.A., M.A., Trinity College Dublin, Ireland; M.A., Tufts University; Ph.D., Harvard University

**Ursula Mangoubi**, *Lecturer*; M.A., Westfälische Wilhelms Universität Münster, Germany

**Hanni Myers**, *Lecturer*; B.A., Radcliffe College at Harvard University; M.M. (Vocal Pedagogy) New England Conservatory of Music

**Ruth Sondermann**, *Lecturer*; M.A., M.B.A., The Pennsylvania State University; M.A., Westfälische Wilhelms Universität Münster, Germany

### Contacts

- Administrative Assistant: Martha Kraft, 617-552-3740, kraftma@bc.edu
- german.studies@bc.edu
- www.bc.edu/german

### Undergraduate Program Description

The German Studies department offers a major and a minor in German language, an interdisciplinary minor in German Studies, and a German business track within these major and minors. These programs give students an opportunity to learn the language, literature, culture, and history of Germany. Students who have performed well in German (minimum 3.3 GPA) may apply for the Honors program.

#### Major in German

The German major is designed to give the student an active command of the German language and insight into German literature and culture; to provide the linguistic foundation for a career augmented by proficiency in German; and to prepare students for various graduate study programs.

The German major requires 30 credits or ten courses:

- GERM2201–2202 German Composition and Conversation I and II
- GERM2210–2211 History of German Literature I and II
- Six courses in German Studies

Students with a minimum 3.3 GPA may apply for the Honors program.

#### Transfer Credits

Courses taken abroad must be conducted in German to count toward the German major. Of the 30 credits or ten courses, a minimum of 12 credits or four upper-level courses (above GERM1051) must be taken within the German Studies Department at Boston College.

Director of the major, Prof. Michael Resler, Lyons Hall 201C, resler@bc.edu.

#### Minor in German

The German minor is for students seriously interested in learning the German language and in creating ties with the German-speaking world. The program allows students to combine an interest in German with other academic and professional goals. The foremost goal of the program is to encourage students to adopt an international focus and to motivate students to study abroad.

The German minor requires 18 credits or six courses:

- GERM1051 Intermediate German II
- GERM2201–2202 German Conversation and Composition I and II
- GERM2290 Advanced Reading in German
- Two additional upper-level courses (above GERM1051), one of which may be conducted in English

Planning and fulfilling the minor in German requires the final approval of the Director of the minor. Students are encouraged to consult with the Director concerning opportunities for study abroad

during their junior year at a German-speaking university. Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement.

Director of the minor, Prof. Daniel Bowles, Lyons Hall 201F, bowlesd@bc.edu.

#### Minor in German Studies

The German Studies minor promotes the interdisciplinary study of German culture beyond the language.

The German Studies minor requires 18 credits or six courses:

- GERM2242/HIST2270 Germany Divided and Reunited
- Two upper-level courses in German Studies (above GERM1051)
- Three electives or 9 credits from at least two other departments

The three non-German departmental courses may be chosen, in consultation with the Director of the minor, from the relevant offerings of at least two other departments. Such courses should focus upon subjects related to German culture. Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement.

Students who are already pursuing a double major will not be accepted to the German Studies minor. Planning and fulfilling the minor in German Studies requires the final approval of the Director of the minor. Students are encouraged to consult with the Director concerning opportunities for study abroad during their junior year at a German-speaking university.

Director of the minor, Prof. Daniel Bowles, Lyons Hall 201F, bowlesd@bc.edu.

#### German Business Track

The business track concentration allows German majors or minors to combine a dual interest in business and German in a program of study that prepares them for an international career. The thriving German economy makes Central and Eastern Europe a strong market for American products and has enabled German companies to open branches in the United States. The Business Track has been developed in conjunction with the Boston College Carroll School of Management.

The German business track requires 6 credits or two courses, counting simultaneously toward the German major or minor:

- GERM1175 Business German
- GERM3320 German Business and Trends in Europe

Students can also apply for the 1-credit summer German Studies Internship (GERM5501) at the beginning of the previous fall semester. Contact Prof. Ursula Mangoubi in Lyons 201G, mangoubi@bc.edu.

Students are encouraged to spend a year or a semester at the Ingolstadt School of Management affiliated with our partner university, the Catholic University of Eichstätt-Ingolstadt, or at the Wirtschaftsuniversität Wien (Vienna University of Economics and Business).

Director of the business track, Prof. Daniel Bowles, Lyons Hall 201F, bowlesd@bc.edu.

#### Information for Study Abroad

Students are encouraged to study in a German-speaking country, for a year or a semester, with recommended programs in Eichstätt, Berlin, Heidelberg, and Vienna. It is preferable that students study abroad during their junior year. There are also options for summer study abroad. Students should consult German Studies faculty in addition to the Office of International Programs to learn about the requirements for each specific program.

Prior to study abroad, German majors must complete Intermediate German II (GERM1051) or its equivalent. Non-German majors must fulfill the language proficiency level required by their study abroad program.

Nearly all courses taken abroad in German will be accorded major (or minor) credit; however, of the ten courses (30 credits) needed for the German Studies major, a minimum of four courses (12 credits) beyond German Composition and Conversation II (GERM2202) must be taken with the German Studies Department at Boston College.

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### GERM1001 German A (Elementary I) (Fall: 3)

**Offered Annually**

**Students are encouraged to sign up for GERM1003.**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background.

*Ursula Mangoubi*

#### GERM1002 German A (Elementary II) (Spring: 3)

*Prerequisite:* GERM1001.

**Offered Annually**

**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 every-day situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. Intended for those with one semester of college-level German or at least three years of high school German.

*Ursula Mangoubi*

#### GERM1003 Elementary German Practicum I (Fall/Spring: 1)

*Corequisite:* GERM1001.

**Offered Annually**

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 GERM 1001 that feel they need more “time on task.” This class is an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

#### GERM1004 Elementary German Practicum II (Spring: 1)

*Corequisite:* GERM1002.

**Offered Annually**

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 Department*

#### GERM1050 Intermediate German I (Fall: 3)

*Prerequisites:* GERM1001–1002.

**Offered Annually**

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.

*Michael Resler*

#### GERM1051 Intermediate German II (Spring: 3)

*Prerequisite:* GERM1050 or admission by placement test.

**Offered Annually**

**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.

*Michael Resler*

#### GERM1061 Intensive Reading in German (Summer: 3)

**Offered Annually**

**No previous knowledge of German is required. This is a 3 credit course, but students in GSMCAS have the option of taking this course for 1 credit.**

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

*Ursula Mangoubi*

#### GERM1063 Triumphs and Failings of Modern Man (Fall/Spring: 3)

**Satisfies Literature Core Requirement**

**Offered Biennially**

**Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.**

In this seminar students are invited to explore the variety and complexity of modernism through German literature, film, and art. Our aim is to understand how such works gave voice to the triumphs and failings of humankind at a time of dislocation, upheaval, radical change, and seemingly limitless possibility. Readings include works by Nietzsche, Rilke, Kafka, Mann, Freud, and Keun and screenings include films by Lang, Murnau, Wiene, and Sagan.

*Daniel Bowles*

#### GERM1175 Business German (Fall/Spring: 3)

*Prerequisite:* GERM1051.

**Offered Annually**

**Conducted in German. Counts toward German major, German minor, and German Studies minor.**

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context. Not suitable for native speakers of German.

*Ruth Sonderrmann*



## ARTS AND SCIENCES

### **GERM1701 Constructing Deviance: Madmen, Hysterics, and Criminals (Spring: 3)**

*Corequisite:* SOCY1710.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course traverses a history of our cultural and aesthetic conceptions of otherness, abnormality, madness, illness, abjection, and sexual difference through literature and theory. Such notions are bound inextricably to the ways in which we define normality and to the tacit processes of exclusion and discrimination we employ for those definitions. In this course, textual representations of threshold figures and experiences guide students in discovering a poetics of deviance: how what we consider threatening, abnormal, unreasonable, incomprehensible, repellent, or deviant both constitutes a cultural, aesthetic construct and shapes our own changing self-understanding, identity, and imagination.

*Daniel Bowles*

### **GERM2201 German Composition and Conversation I (Fall: 3)**

*Prerequisites:* GERM1050–1051.

**Offered Annually**

**Auditors must register. Required for German major and German minor.**

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.

**Offered Annually**

**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)**

*Prerequisites:* GERM 1050–1051 (with a B- or better) or the equivalent.

**Offered Biennially**

**Conducted in German. Required for German major. Counts toward German minor and German Studies minor. Satisfies Foreign Language Proficiency core requirement.**

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust*. Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art, and architecture. In addition, various language learning activities, such

as a review of advanced grammar points, vocabulary building exercises, short writing assignments, and oral reports help students improve their overall proficiency in German.

*Rachel Freudenburg*

### **GERM2211 History of German Literature II (Spring: 3)**

*Prerequisites:* GERM1050–1051 (with a B- or better) or the equivalent.

**Offered Biennially**

**Conducted in German. Required for German major. Counts toward German minor and German Studies minor. Satisfies Foreign Language Proficiency core requirement.**

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)**

*Prerequisites:* GERM1050–1051 or the equivalent.

**Offered 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*

### **GERM2240 King Arthur in German Literature (Spring: 3)**

**Cross listed with ENGL3304**

**Offered Biennially**

**Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.**

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the Knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.

*Michael Resler*

### **GERM2242 Germany Divided and Reunited (Fall/Spring: 3)**

**Cross listed with HIST2270**

**Offered Biennially**

**Conducted in English. Required for the German Studies minor.**

**Counts toward German major and German minor.**

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social, and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation,

and Americanization will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

*Daniel Bowles*

**GERM2290 Advanced Reading in German (Spring: 3)**

*Prerequisites:* GERM1050–1051.

**Offered Annually**

**Conducted in German. Counts toward German major and German Studies minor. Required for German minor. Satisfies Foreign Language Proficiency core requirement.**

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, and modern media. The course will facilitate vocabulary development and offer an insight into the German *Geist*. It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language.

*Hanni Myers*

**GERM2299 Reading and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of the chairperson.

**Offered Annually**

**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**

**(Fall/Spring: 3)**

*Prerequisite:* GERM2202 (with a B- or better) or the equivalent.

**Offered 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 internationally recognized Zertifikat Deutsch für den Beruf "ZDfD" and practice for this test will be provided in the class.

*Ruth Sondermann*

**GERM6601 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Approval through Honors Committee.

**Offered Annually**

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of the Morrissey College of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.

*The Department*

**GERM6699 Honors Thesis (Fall/Spring: 3)**

*Prerequisite:* Permission of the chairperson.

**Offered Annually**

**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 6-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**

**David A. Northrup**, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**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

**Mark I. Gelfand**, *Associate Professor Emeritus*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

**Thomas Hachey**, *University Professor Emeritus*; Ph.D., St. John's University

**Alan Lawson**, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

**Deborah Levenson**, *Associate Professor Emeritus*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**John H. Rosser**, *Associate Professor Emeritus*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**Paul G. Spagnoli**, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Frank Fonda Taylor**, *Associate Professor Emeritus*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

**James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**Seth Jacobs**, *Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

**Marilynn S. Johnson**, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

**Kevin Kenny**, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

**Patrick Maney**, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland

**James O'Toole**, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

## ARTS AND SCIENCES

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**Prasannan Parthasarathi**, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**David Quigley**, *Professor and Provost and Dean of Faculties*; B.A., Amherst College; M.A., Ph.D., New York University

**Heather Cox Richardson**, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

**Alan Rogers**, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

**Sarah Ross**, *Professor; Chairperson of the Department*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

**Conevery Valencius**, *Professor*; B.A., Stanford University; Ph.D., Harvard University

**Julian Bourq**, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union and The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Charles R. Gallagher, S.J.**, *Associate Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

**Priya Lal**, *Associate Professor*; B.A., Columbia University; Ph.D., New York University

**William P. Leahy, S.J.**, *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

**Cynthia Lyerly**, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

**Robert A. Maryks**, *Associate Professor*; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University

**Zachary Matus**, *Associate Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

**Arisa Oh**, *Associate Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

**Devin Pendas**, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**Dana Sajdi**, *Associate Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University

**Sylvia Sellers-Garcia**, *Associate Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley

**Franziska Seraphim**, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

**Owen Stanwood**, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

**Martin Summers**, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University

**Ling Zhang**, *Associate Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

**Nicole Eaton**, *Assistant Professor*; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley

**Penelope Ismay**, *Assistant Professor*; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley

**Yajun Mo**, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz

**Robert Savage**, *Associate Professor of the Practice*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

**Karen Miller**, *Assistant Professor of the Practice*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

### Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- History Department website: [www.bc.edu/history](http://www.bc.edu/history)

### Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

### Major Requirements

In addition to the two-semester (6-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); 3 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 6 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 9 credits of the electives, including 6 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: <https://www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/major.html>.

Students planning to major in history are strongly encouraged to take the University History Core in their freshman year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester (6-credit) U.S. History requirement. [For students in the Class of 2018 and later: A History major with a score of 4 or 5 on the American History Advanced Placement Examination may substitute 6 credits of U.S. History electives for the HIST2401–2402 sequence.]

Students may take a maximum of 12 foreign-study credits, no more than 6 of which may be upper-division credits, among the 30 required major credits beyond the University Core. Likewise a maximum of 6 summer credits may be taken for major credit, but at least 18 credits, including HIST3300 The Study and Writing of History and 6 of the upper-division credits, must be taken at Boston College during the regular academic 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 6 credits. In between, students can choose two other courses (worth at least 6 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 6 credits) in order to complete the required six courses (and 18 credits).

### Information for First Year Majors and Non-Majors

The University Core requirement is a two-semester sequence in history from late medieval times to the present. Every student must take two halves of a sequence: one first half class, which covers c. 1500–1800, and one second half class, which covers 1800 to the present. Although students are encouraged to take both halves in the same sequence, switching to a different sequence at midyear is permitted.

History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past. Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives. Through the History Core, students will learn how to (1) use primary sources to interpret the past, and (2) explain change over time.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for Core credit must get permission from the Director of the Core, and they are strongly urged to do so before going abroad. In order for a course taken abroad to fulfill the History Core requirement, it must cover the time periods outlined above (c. 1500–1800 for History Core I, and 1800 to the present for History Core II) and examine more than one country, surveying historical developments in a global or world-regional framework. Similar guidelines apply to summer classes and courses transferred from a previous institution. At least one of the Core courses must be taken at Boston College.

For further information about the History Core, please visit [www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/core/core-requirements.html](http://www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/core/core-requirements.html).

### Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses (12 credits) abroad for major credit (and a maximum of two courses—6 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 (6 credits) abroad for minor credit (including one upper-division course worth 3 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 e-mail contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit [www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/major/foreign-study.html](http://www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/major/foreign-study.html).

For more information on the application of these guidelines to the history minor, please visit [www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/minor.html](http://www.bc.edu/bc-web/schools/mcas/departments/history/undergraduate/minor.html).

If you have further questions about your study abroad or the History Honors Program, please contact Professor Arissa Oh, Director of Undergraduate Studies, at 617-552-3799 or by e-mail at [arissa.oh@bc.edu](mailto:arissa.oh@bc.edu).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### HIST1001 Europe in the World I (Fall: 3)

Satisfies History I Core Requirement

Offered Periodically

Followed in spring semester by HIST1002.

The course focuses on Europe and the world from the Black Death through the Haitian Revolution. Topics covered in the course include the Black Death and Renaissance, European expansion across the Atlantic and Indian Oceans, Europe and the Ottoman Turks, religious reformation and warfare, early capitalism and transatlantic slavery, early modern science and the Enlightenment, and the French and Haitian Revolutions.

*Penelope Ismay*

#### HIST1002 Europe in the World II (Spring: 3)

Satisfies History II Core Requirement

Offered Periodically

Satisfies History Core Requirement

Continuation of HIST1001.

*Devlin Pendas*



## ARTS AND SCIENCES

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### HIST1005 Asia in the World I (Fall: 3)

*Corequisite:* HIST1007.

Satisfies Cultural Diversity and History I Core Requirements

Offered Periodically

Followed in spring semester by HIST1006.

This Core course surveys the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global colonial context of the Industrial Revolution in the eighteenth century. We will challenge common geographical (mis)conceptions (e.g., “East” versus “West”) in historical narratives/uncover their origins and how they have changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of the historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, empires, wars, ideologies, and the constraints of a shared ecological environment.

*Ling Zhang*

### HIST1006 Asia in the World II (Spring: 3)

*Corequisite:* HIST1008.

Satisfies Cultural Diversity and History II Core Requirements

Offered Periodically

This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first century as a “Pacific Century.” It investigates the definition(s) of Asia as a world region, explores transnational interactions, and emphasizes Asians as historical actors via written, visual, and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, the birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media/consumption, etc.

*Yajun Mo*

### HIST1011 Atlantic Worlds I (Fall: 3)

*Corequisite:* HIST1013.

Satisfies History I Core Requirement

Offered 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.

*Alan Rogers*

### HIST1012 Atlantic Worlds II (Spring: 3)

*Corequisite:* HIST1014.

Satisfies History II Core Requirement

Offered Periodically

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society, politics, and ecology. The readings and lectures will explore the dilemmas 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.

*Robert Savage*

### HIST1028 Modern History II (Summer: 3)

Satisfies History II Core Requirement

Offered Annually

This course is Part II of the History Core. Hybrid Course.

This course is taught in a hybrid format. This course covers several centuries of time (1800 and after) 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.

*Michael Franczak*

### HIST1041 Europe in the World I (Fall: 3)

Satisfies History I Core Requirement

Offered Periodically

Followed in spring semester by HIST1042.

No Discussion Sections for this Core course.

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.

*Sarah Ross*

### HIST1042 Europe in the World II (Spring: 3)

*Corequisite:* HIST1044.

Satisfies History II Core Requirement

Offered Periodically

This course seeks to acquaint students with the ways in which today’s Europe (and today’s wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called “the plagues and pleasures” of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then. The course fulfills the second half of the university core requirement in history.

*Sarah Ross*

### HIST1055 Globalization I (Fall: 3)

Satisfies History I and Cultural Diversity Core Requirements

Offered Annually

Followed in the spring semester with HIST1056

The course explores the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world’s expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

*The Department*

### HIST1056 Globalization II (Spring: 3)

Satisfies Cultural Diversity and History II Core Requirements

Offered Annually

The continuation of HIST1055.

*The Department*

**HIST1077 Globalization I (Fall: 3)**

Satisfies Cultural Diversity and History I Core Requirements  
Offered Annually

The course explores the 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.

*Quentin Pearson*

**HIST1078 Globalization II (Spring: 3)**

Satisfies History II and Cultural Diversity Core Requirements  
Offered Annually

Continuation of HIST1077.

*Quentin Pearson*

**HIST1083 Globalization I (Fall: 3)**

Satisfies History I and Cultural Diversity Core Requirements  
Offered Annually

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.

*Catherine Warner*

**HIST1084 Globalization II (Spring: 3)**

Satisfies History II and Cultural Diversity Core Requirements  
Offered Annually

The continuation of HIST1083.

*Catherine Warner*

**HIST1093 Modern History I (Spring: 3)**

Satisfies History I Core Requirement  
Offered Annually

**This course is the first half of the History Core. Offered in the Spring semester of the academic year.**

This course covers several centuries of time (prior to 1800) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department*

**HIST1094 Modern History II (Fall: 3)**

Satisfies History II Core Requirement  
Offered Annually

**This course is the second half of the History core. Offered in the Fall semester of the academic year. Fulfills History II Core Only**

This course covers several centuries of time (1800 and after) 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*

**HIST1511 Science and Technology in American Society (Fall: 6)**

Cross listed with BIOL1503

Satisfies Natural Science and History II Core Requirements  
Offered Periodically

**Core Renewal Course: Complex Problems. For freshmen only. Students must also register for a lab section (HIST1512 or BIOL1502). Satisfies History Core II requirement only.**

What roles do science, technology, engineering, and mathematics (STEM) play in advanced, knowledge-dependent societies? This course examines our institutional and cultural relationship to innovation: hopes and fears about STEM, views of science and religion, conceptions of democracy's cultural requirements, the emergence of DIY and geek culture, and more. And it explores ethical questions around STEM, including debates over biotechnology, pharmaceuticals, climate change, and mass extinction. The course gives students the basic technical background to address these questions and an opportunity to imagine a technological application of their own for addressing the complex problems of the twenty-first century.

*Christopher Kenaley*

**HIST1513 Powering America: The Past and Future of Energy, Technology, and the Environment (Spring: 6)**

Cross listed with EESC1507

Satisfies History II and Natural Science Core Requirements  
Offered Periodically

**Core Renewal: Complex Problems. For freshmen only.**

This course explores U.S. energy. From the perspectives of history, culture, technology, engineering, and foreign policy, we ask how we have created and distributed energy in the past, how energy systems function in the present, and how they may evolve. We investigate energy production, distribution, and use—coal, oil, nuclear power, hydropower, wind and solar power—along with cables, pipelines, and transmission systems. Through hands-on exercises and field trips, students learn how past technological and economic choices shaped current U.S. energy systems, how energy systems affect the environment, and how sustainable energy systems will be in the future.

*John Ebel*

**HIST1701 Truth-telling in History (Fall: 3)**

*Corequisite:* ENGL1701.

Satisfies History I Core Requirement  
Offered Annually

**Core Renewal Course: Enduring Questions. For freshmen only.**

This course examines both the difficulties of finding "truth" in historical documents and the challenges of writing truth about the past.

Do any primary sources tell the truth? Does the work of interpretation always result in distortion? Does history, however it may be built on fact, become a form of fictionalizing? We will consider the dilemmas posed by oral history, the expectations of popular and scholarly histories, and the contrasting expectations for works of historical fiction. The final project will be a piece of historical fiction, a memoir, a popular history, or a similar creative project that wrestles with these issues.

*Sylvia Sellers-Garcia*

### **HIST1709 From Weevils to Wolves: How Animals Made the World (Fall: 3)**

*Corequisite:* ENGL1721.

**Satisfies History I Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Of all animal species, only one, *homo sapiens*, categorizes and defines all others, pushing the overwhelming majority of sentient life to the margins of “human” history. This course explores what history looks like when we consider the activities and agencies of non-human animals instead. Focusing on history before the advent of modernity, we will consider animals not only as food, labor, and “raw material” (wool, skin, ivory, etc.), but also as shapers of biomes, landscapes, and even human populations. From parasites and pests to meat and manure, history is not just about humans.

*Zachary Matus*

### **HIST1710 Nature and Power: Making the Modern World (Spring: 3)**

*Corequisite:* ENGL1724.

**Satisfies History II Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

How have we humans changed the environment by clearing forests, farming crops, damming rivers, inventing railways, building bombs, and other transformative activities? How have our aesthetics, values, ideologies, and knowledge shaped the ways we interact with the natural world? By comparing historical cases from Asia, Europe, and America during the past four hundred years, this course takes students onto a journey across historical space and time to observe how human relations with the environment gave birth to our modern world.

*Ling Zhang*

### **HIST1711 Human Rights in History (Spring: 3)**

*Corequisite:* POLI1025.

**Satisfies History II Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions For freshmen only**

Do human rights have a history? Human rights claim to be rights we have simply because we are human. This suggests that they have always existed and thus have no real history. However, the notion of human rights is historically specific and a recent invention. This course examines the historical birth and development of human rights. When and where did human rights originate? How have they evolved over time? How do they differ across political contexts? Are they a specifically Western idea that doesn't apply to non-Western societies? How have human rights been used politically to frame and win arguments? When and where do human rights claims matter?

*Devin Pendas*

### **HIST1712 Sic Semper Tyrannis: The History of Empire and War (Spring: 3)**

**Satisfies History II Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

The historical component of this course will examine the development of empires, many of which metastasized from failed republican democracies. Students will learn to use historical methods and primary sources to ask deeper conceptual questions about politics and war. The course will examine why empire is history's most common form of government and investigate moments of “imperial peace” like the *Pax Romana*, *Pax Britannica*, and *Pax Americana*. It will explore not just whether empires are war-like but what type of warfare they have waged, and whether imperial conditions of war persist beyond imperial collapse into the present day.

*Jesse Tumblin*

### **HIST1831 Core Topics: Colonial Latin America (Spring: 3)**

**Satisfies History I and Cultural Diversity Core Requirements**

**Offered Periodically**

**Fulfills the requirement for the first half of the History Core, or History Core I.**

Anchored in close readings of primary sources, particularly the first-person accounts of contemporaries, this course considers the history of Latin America from the pre-contact period to roughly 1800. It follows the individual, communal, institutional, and national stories of transformation in order to understand how people in this region became “Latin American.”

*Sylvia Sellers-Garcia*

### **HIST2045 A Material and Cultural History of Food in China (Spring: 3)**

**Offered Periodically**

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

This course studies historical continuity and changes of dietary traditions and culinary practices in China. We will examine how certain foods gave possibilities to and conditioned China's cultural formation and, in return, how food and ways of eating are culturally, socially, and politically constructed. The course's themes include food and religion in early China, food and Chinese medicine in the early medieval, food exchanges with central Asia, food and urbanization during the “Medieval Economic Revolution,” the New World food in late imperial China, regional culinary and cultural diversities, and eating in globalized, modern China.

*Ling Zhang*

### **HIST2051 Modern China (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

This course will trace the history of China from roughly the year 1800 to the present, including the collapse of the imperial system, the rise of nationalism and new political ideologies, the forging of Chinese identity through war and revolution, and the gradual consolidation of the nation-state. The focus will be on the daily life of ordinary people, and their relationship to the family, the village/city, the environment, and the State; their connections with local, regional, and global economic and cultural networks; and their ethnic identity, religious practice, and gender relations.

*The Department*

**HIST2180 Africa Since 1850 (Spring: 3)****Offered Periodically****Fulfills the Non-Western Requirement for the History major**

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

*Priya Lal***HIST2205 Roman History (Fall: 3)****Cross listed with CLAS2206****Satisfies History I Core Requirement****Offered Annually**

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 Eshleman***HIST2206 Roman Law and Family (Spring: 3)****Cross listed with CLAS2236****Offered Annually**

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, 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***HIST2207 Roman Spectacles (Fall: 3)****Cross listed with CLAS2210****Offered Annually**

Rome overflowed with spectacle: theatrical shows and gladiatorial combats, chariot races and military parades, animal hunts and funeral processions, ritual sacrifices and Christian martyrdoms. In this course we will explore what public spectacles looked like in Rome and why they were ubiquitous sights in the ancient world, paying special attention to: who produced public spectacles and what benefits they derived from them, tangible or otherwise; how spectators responded to and participated in such events; and how spectacular displays reinforced and/or challenged social norms and traditional values, both individually and for society at large. Students will have hands-on opportunities to reconstruct and perform select spectacles in order to reflect on the ancient and modern experience of spectacular public display.

*Christopher Polt***HIST2221 An Outsider's History of the High and Late Middle****Ages (Fall: 3)****Offered Periodically**

This course is an introduction to the High and Late Middle Ages that focuses on voices of marginal individuals and groups. Women, Jews, dissenters, beggars, (false) prophets, and the possessed—not necessarily mutually exclusive categories—will be subjects of our study. Our central concern will be the shaping of medieval societies through the tension between the peripheral and the traditional.

*Zachary Matus***HIST2251 The Credit Nexus: The Secret History of the Economy in Britain, 1600s–1900s (Spring: 3)****Offered Periodically**

In his *Wealth of Nations*, Adam Smith pointed to the shift from barter to cash as the critical turning point from a feudal to a modern economy in Britain. Unlike barter, cash was capable of facilitating anonymous exchange between strangers, greatly increasing the scope for economic growth. Recently, however, scholars have discovered that the vast majority of economic exchanges in Britain in Smith's era were conducted on the basis of credit rather than cash. And this credit was largely personal, connecting thousands of individuals in networks of trust. This course will examine this new social history of the British economy.

*Penelope Ismay***HIST2270 Germany Divided and Reunited (Fall/Spring: 3)****Cross listed with GERM2242****Offered Biennially****Conducted in English. Required for the German Studies minor.****Counts toward German major and German minor.**

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

*Daniel Bowles***HIST2401 U.S. History I (Fall: 3)***Prerequisites:* History Core, Parts I and II.**Offered Annually****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)***Prerequisites:* History Core, Parts I and II.**Offered Annually**

Continuation of HIST2401.

*Patrick Maney*



## ARTS AND SCIENCES

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### HIST2455 American Fascisms (Fall: 3)

#### Offered Periodically

Our goal is to understand the nature and role of the political right, right-wing extremism, and fascism in the U.S. from its European importation to the present. Beginning in the late nineteenth century, the course will address right-wing ideology in religion, politics, and culture both in Europe and the U.S. Topics will be connected to the theoretical underpinnings of European Fascism, its adaptation to the American landscape, and its persistence in modern discourse. The course will begin with a discussion of allegations of Trumpian fascism in the U.S. press in 2016.

*Charles Gallagher*

### HIST2460 Celluloid Salvation: Redemption in American History and Film (Spring: 3)

#### Offered 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.

*Cynthia Lyerly*

### HIST2471 Asian American History (Spring: 3)

#### Offered Periodically

#### Satisfies Cultural Diversity Core requirement

This class surveys the history of Asians in America from the late nineteenth century to the present. We will examine how relationships between the United States and various Asian countries have negotiated their claims to U.S. citizenship and social belonging. This negotiation is a dynamic and ongoing process, framed by changing constructions of race, class, gender, sexuality, and inter-generational conflict, as well as by intra- and inter-group conflict. We will consider these complex dynamics and the way they have operated within, and have been produced by, Asian American history.

*Arissa Oh*

### HIST2475 America's War in Vietnam (Fall: 3)

#### Offered Periodically

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the 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*

### HIST2476 The Cold War in the Third World (Spring: 3)

#### Offered Periodically

The half-century conflict between the United States of America and the Soviet Union began in the mid- to late 1940s when the two superpowers established spheres of influence in Europe. Thereafter, unable to make much headway on the Continent, Washington and Moscow jockeyed for influence in the so-called "third world"

of developing, decolonizing, and predominantly nonwhite areas in Africa, Asia, and Latin America. This course examines America's campaign to win the third world to its side, and the often tragic consequences of that effort, as U.S. policymakers frequently wound up simplifying local and regional developments, equating nationalism with communism, aligning America with unstable and unrepresentative regimes, and wedding American interests to the status quo in places experiencing massive social, political, and economic upheaval.

*Seth Jacobs*

### HIST2481 African American History I (Fall: 3)

#### Cross listed with AADS1104

#### Satisfies Cultural Diversity Core Requirement

#### Offered Periodically

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

*Karen Miller*

### HIST2482 African American History II (Spring: 3)

#### Cross listed with AADS1105

#### Satisfies Cultural Diversity Core Requirement

#### Offered 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*

### HIST2485 Foodways and Folkways in African American History (Spring: 3)

#### Satisfies Cultural Diversity Core Requirement

#### Offered Periodically

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

*Karen Miller*

**HIST2502 Introduction to Feminisms (Fall/Spring: 3)**  
 Cross listed with ENGL2125, COMM2225, and SOCY2225  
 Offered Annually

Fulfills Women Writer's requirement for ENGL/LSOE majors.  
 Satisfies one of three elective courses required within the  
 Communication major.

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.

*The Department*

**HIST2507 Black Robe: Representations of the Jesuits in Film (Fall: 3)**

Offered Periodically

The Jesuits, for better or worse, were involved in virtually every facet of modern culture, sciences, and politics around the globe. They were, for instance, theologians, polemicists, political theorists, astronomers, dramatists, pharmacists, architects, engineers of city fortifications, governors of Amerindian settlements, cartographers, musicians, and, above all, missionaries and schoolmasters. Almost from the moment the Jesuits were founded in 1540 they suffered from misunderstanding, some positive, much of it negative, which has been expressed in a variety of ways until today. This course examines contrasting representations of the Jesuits in contemporary film.

*Robert Maryks*

**HIST2508 Saints, Scoundrels and Sinners: Popes and their Histories from St. Peter to Pope Francis (Fall: 3)**

Offered Periodically

This course will exam the evolution of one of the most enduring institutions in human history: the papacy. What were its origins, why it settled in Rome, how did it develop from its simple beginnings to become one of the most powerful organizations in medieval Europe and how did it lose its power? What was the relationship between popes and other powerful figures in history? More importantly we will examine the character, personality and intellectual dispositions of the men who held the office of pope. We shall also investigate how the pope became infallible and the extent of papal corruption.

*Oliver Rafferty*

**HIST2826 Identity and Inequality in U.S. History (Spring: 3)**

Offered Periodically

This course explores how people have understood group differences in the geographic space now occupied by the United States, with special emphases on race/ethnicity, sex/gender, and religion. We will examine how conceptions of collective identity have changed over time, from the first encounters of European colonizers and native peoples to the latest bombshells from the #MeToo movement. We will also look at national identity, tracing how attempts to discover or construct an American culture have intersected with assertions of sub-national and transnational identities.

*Andrew Jewett*

**HIST2829 American Political Thought from the Constitution to Trump (Spring: 3)**  
 Offered Periodically

This course explores the shifting categories and frameworks through which Americans have understood their shared political world since the founding period. Topics include the influence on the Constitution of republicanism, Enlightenment thought, and Christianity; the nineteenth-century emergence of liberalism and socialism; the contours of pro-slavery and anti-slavery arguments; the effects of the Civil War and Reconstruction; the political battles of the Gilded Age and Progressive Era; the rise of New Deal liberalism; the influence of the Cold War; the upheavals of the 1960s; and the recent ascendance of conservatism.

*Andrew Jewett*

**HIST2830 Boston Neighborhoods (Summer: 3)**

Offered Periodically

An historical look at Boston explores parts of its "neighborhoods," including the old West End, the South End, the North End, South Boston, East Boston, Charlestown, Dorchester, Roxbury, Jamaica Plain, Mattapan, Hyde Park, and West Roxbury. Walking and bus tours are planned during the regular class meetings.

*The Department*

**HIST2837 Multiculturalism in the Roman Empire (Spring: 3)**

Cross listed with CLAS2250

Offered Annually

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*

**HIST2840 World War I (Spring: 3)**

Offered 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*

**HIST2845 Women in U.S. Medicine (Spring: 3)**

Offered Periodically

This course surveys the history of women in U.S. medicine from the colonial period to the present. We will consider both the changing

place of women within the medical profession and the development of medical knowledge about women's health and disease. How have women practiced medicine as traditional healers, midwives, nurses, physicians, and caregivers? What is the historical relationship between women medical practitioners and the production of medical knowledge about the female body? We will pay particular attention to the structural inequalities within the American medical profession and health-care system; intersectional approaches to women's history of medicine; and the important role that practitioners, feminists, and patients have played in challenging race and gender based discrimination in medicine, as well as gendered assumptions about the female body.

*The Department*

**HIST2846 Gender and Science (Spring: 3)**

**Offered Periodically**

Understanding the continued underrepresentation of women and minorities in STEM requires looking into the past. From Baconian natural philosophers and Victorian naturalists to the tech bros of Silicon Valley, this course uses historical methods to explore how ideas about sex and gender have influenced scientific research and how scientific communities have stratified along gender lines. Topics will include: women in science; girls, boys, and STEM education; gender and technology; biological theories of sex difference; and gender and science in politics, literature, and popular culture.

*Jenna Tonn*

**HIST2871 Industrialization and Democratization in Korea (Fall: 3)**

**Cross listed with ECON2871 and INTL2871**

**Offered Annually**

This introductory course surveys the political and economic transformation of South Korea from decolonization through the high growth era to today's global neo-liberal age. It traces how a war-ravaged country became a prosperous and industrialized nation. In exploring this transformation, it also examines the relationship between Korea's industrialization and its democratization: how did U.S. Cold War modernization impact the Korean state's economic strategy and its political development? Why and how did Korean society campaign for social and political justice during the economic high growth era? The course also considers the reconfiguration of South Korea's political economy since the 1990s.

*Ingu Hwang*

**HIST2873 The Modern Presidency, 1932–2018 (Summer: 3)**

**Offered Periodically**

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. The main focus is on the twentieth century.

*The Department*

**HIST3252 Study and Writing of History: Churchill—Reform, Empire, Economy and War (Spring: 3)**

**Offered Periodically**

Winston Churchill, the most famous British politician of the twentieth century, is known mostly for leading his country in the war against Hitler. In his long career he was also a reformer, a controversial finance minister, and a supporter of empire. The course will examine these various aspects and phases of Churchill's career. Churchill's career is extremely well-documented: by himself and by others. Students will use this material to write original papers on this historical figure.

*James Cronin*

**HIST3262 Study and Writing of History: Social and Political Violence in Ireland in the Twentieth Century (Fall: 3)**

*Prerequisites:* History Core, Parts I and II; History major standing.

**Offered Periodically**

**Not open to graduate students.**

The aim of this course is to enable students to pursue an in-depth study of the history of Ireland's violent past in its twentieth century manifestation. This will initially take the form of a general survey of the revolutionary generation 1913–23 and how this set the pattern for violent encounter with both the British and Irish states for the rest of the century. Students will then opt to look at one aspect of social and political violence and write a 25-page paper exploring these themes.

*Oliver Rafferty*

**HIST3280 Study and Writing of History: Life and Death in the Bloodlands of the Eastern Front (Spring: 3)**

*Prerequisites:* The History Core, Parts I and II; History major status.

**Offered Periodically**

This course introduces students to the practice of history through intensive reading, research, and writing about the lives of ordinary people living in "the Bloodlands," the areas of Eastern and Central Europe caught in cycles of violence during Hitler's and Stalin's rules. Through reading historians' interpretations and primary source documents of soldiers, civilians, perpetrators, victims, and bystanders, students will develop an independent research project and produce a 25-page paper based on original research. Knowledge of German, Slavic, or other applicable languages beneficial but not required.

*Nicole Eaton*

**HIST3434 Union in Crisis: Newspapers and the Coming of the Civil War (Fall: 3)**

*Prerequisite:* History major standing.

**Offered Periodically**

*Cynthia Lyerly*

**HIST3461 Lived Religion (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

*James O'Toole*

**HIST3491 Study and Writing of History: The Clinton Presidency (Fall: 3)**

*Prerequisites:* History Core, Parts I and II; History major standing; graduate students not permitted.

**Offered Periodically**

The first two-term Democratic president since FDR and only the second president to be impeached, Bill Clinton ranks among the most controversial chief executives in modern American history. Even today, twenty-four years after Clinton assumed office, his presidency sparks sharply differing assessments. Is it either a model to be emulated, especially in economic matters, or a legacy to blame for the polarization that has a stranglehold on our politics today? This course examines the major events, policies, and personalities, including Hillary Clinton, of the Clinton years. It also gives students an opportunity to learn the historian's craft by researching and writing an original paper on a specific aspect of the Clinton presidency.

*Patrick Maney*

**HIST3502 Jesuits and Indians (Spring: 3)**

*Prerequisite:* History major standing.

**Offered Periodically**

**Not open to graduate students.**

This Study and Writing Course follows French Jesuit missionaries in their voyages around North America in the seventeenth and eighteenth centuries. Our topic will be less the Jesuits themselves than the world they encountered—and wrote about, in great detail, in a set of sources known as the Jesuit Relations. The Relations tell us not just about Jesuits, but about the Indians they attempted to convert, about French and English colonial societies, and about the North American environment. Students will use these rich sources to conduct their own original research.

*Owen Stanwood*

**HIST4002 Human Rights and Democratic Transitions in South Korea (Spring: 3)**

**Cross listed with INTL4022**

**Offered Annually**

This course introduces students to the historical evolution of human rights talk, activism, norms, and politics during the democratic transition in Korea. Who appropriated the language of human rights? Why did they do so? How did local causes and issues become global human rights issues or vice versa? How did human rights language, ideas, norms, and practices affect domestic and international politics on socio-economic, political, and cultural issues in Korea? Along with these questions, this course will examine multilateral and contentious interactions between global and local state and non-state actors. In paying attention to the role of human rights, the course discusses a series of crucially interrelated topics on self-determination, economic development, political liberalization, humanitarianism, and global justice during the Cold War and post-Cold War period.

*Ingu Hwang*

**HIST4005 The Asia Pacific War: A Transnational History (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

This course explores the Second World War in Asia from multiple historical and historiographical perspectives. The term “Asia-Pacific War” explicitly links the conflict between Japan and the United States known as the Pacific War (1941–45) to Japan’s expansionist ventures in Korea, Taiwan, the Chinese mainland, and Southeast Asia, and the course considers the cultural and intellectual dimensions of the war (and the way it is remembered) along with the political and military ones.

*Franziska Seraphim*

**HIST4130 Islam and Christendom: Renaissance and Revolution, 1400–1800 (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

Despite the assumption of an abiding abyss between Islam and the so-called West, the civilizations of Christendom and the Islamic world have developed paradoxically in close, albeit at times, conflicting parallel. This was particularly true in the Mediterranean world during the early modern period. This course demonstrates that the major historical developments from this period such as the Renaissance, Exploration, Expansion, Exploitation, the Reformations,

state-building, and the Enlightenment can best be understood if they are set in the widest cultural context. It concentrates on how the intertwining of Christians, Muslims, and Jews shaped this era.

*Benjamin Braude*

**HIST4133 Mid-East Nationalisms Compared: Arab-Turkish-Jewish (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

Nationalisms in the Middle East developed in a distinctive way. In contrast to Europe, religion was more important than language. In contrast to Africa, they emerged prior to the rise of anti-colonialism. Although nationalisms in the Middle East have spawned conflicts within themselves and with each other, they have displayed remarkable similarities to each other. One consistent similarity is their fraught attempts to distinguish the so-called nation from the religious traditions out of which it emerged. This course will address these questions through comparing Arab, Jewish, and Turkish nationalism in the nineteenth and twentieth centuries.

*Benjamin Braude*

**HIST4134 The Ottoman Empire, 1300–1924 (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

*Benjamin Braude*

**HIST4140 The Middle East in the Twentieth Century (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills Non-Western Requirement for History majors**

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world’s energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

*Benjamin Braude*

**HIST4150 History of Modern Iran (Fall: 3)**

*Prerequisites:* History major standing or permission of instructor;

History Core, Parts I and II.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills Non-Western Requirement for History majors**

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran’s encounter with the West in the nineteenth century and its impact on the country’s economy and society, social, and religious movements in the nineteenth century, the causes and consequences of the Constitutional Revolution of 1905–1909, Iran’s modernization



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and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's post-revolutionary experience as an Islamic Republic.

*Ali Banuazizi*

**HIST4190 Decolonization and the Cold War in Africa (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Cross listed with AADS4190**

**Offered Periodically**

**Fulfills Non-Western Requirement for History majors**

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

*Priya Lal*

**HIST4191 African Landscapes and Localities (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

**Graduate students not permitted.**

This course explores the historical geography of sub-Saharan Africa during the colonial and postcolonial eras. We will examine how a variety of spaces and places on the continent were imagined, represented, and practiced over time, concentrating on five major themes: maps, the city, the countryside, transportation, and borders. Students will learn about political, economic, social, and cultural dynamics in modern Africa while engaging with diverse theories regarding the production of space.

*Priya Lal*

**HIST4202 The Culture of Athenian Democracy (Spring: 3)**

**Cross listed with CLAS2254**

**Offered Annually**

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

*Gail Hoffman*

**HIST4220 Romans and Barbarians (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

One of the chief objectives of this course is to understand Rome's metamorphosis in the West, after the empire's fall, and to come to grips with changing notions of Romanitas—"Romaness"—from the second through the eighth centuries. The other objective is to understand the construction of power during this period: who had it, who lost it, how it was flaunted and used. We will discuss new sources of power

invented in the period: relics, asceticism, military brotherhoods, elaborate burial, and ethnogenesis. The course will emphasize archaeological evidence as much as traditional textual evidence.

*Robin Fleming*

**HIST4222 How Animals Saved the World (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

Animals—as pets, food, victims, endangered species, or exhibits—traditionally have been defined by their relationship to human beings. Those relationships, however, change over time and do not always presuppose the animal's biological reality. Hence people put pigs on trial for murder, kept weasels to control the population of basilisks, and made a dog into a saint. This course examines the history of animals until the cusp of the modern age through four themes: the science of animals, the utility or danger of animals in agrarian life, laws pertaining to animals, and the religious symbolism and power of animals.

*Zachary Matus*

**HIST4225 The Witch, the Church, and the Law (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

**Not open to graduate students.**

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 and in North America. 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*

**HIST4240 The Reformation (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.

*Virginia Reinburg*

**HIST4255 Spain: The Road to Global Empire (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The course surveys the political and cultural history of what became to be known by 1492 as the nation-state of Spain. It explores four major periods of the region's history: the Phoenician and Roman colonization (8 cent. BCE–5 cent. CE); the Visigothic monarchy (5–7 cent.); the Islamic domination (Al-Andalus, 7–15 cent.); and the Reconquista (8–15 cent.). Special attention is given to Spain's uniqueness within the European context—the coexistence of three Abrahamic religious groups: Jews, Christians, and Muslims and how rejecting such religious pluralism became the vehicle to construct new Catholic national identity and build global empire at the turn of the sixteenth century.

*Robert Maryks*

**HIST4278 Ireland Before the Famine (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

**Not open to students who have taken HIST2450**

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution, 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*

**HIST4284 Big Houses and Rough Cottages: Irish Culture and Politics, 1798–1921 (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

This course explores Irish culture and history during the long nineteenth century of turbulent social and political change. It will explore the contesting visions of national identity as well as evidence about Ireland's material culture and political evolution. By studying key works of fiction, poetry, drama, and visual arts we will trace the networks that connected the artistic and political realms that defined Irish national development.

*Kevin O'Neill*

**HIST4294 Holocaust Literature: History, Memory, Legacy (Spring: 3)**

**Cross listed with ENGL6601 and SLAV6060**

**Offered Periodically**

**All the readings will be in English translation.**

A brief overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of ideology, metaphysics, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, journalism, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, Avrom Sutzkever, Tadeusz Borowski, Paul Celan, Primo Levi, Theodor Adorno, Elie Wiesel, Vladimir Nabokov, Hannah Arendt, Arthur Miller, W.G. Sebald, and others.

*Maxim D. Shrayer*

**HIST4295 The End of History (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

*James Cronin*

**HIST4296 After the End of History (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The end of the Cold War was both an end to a lengthy and bitter conflict but also the beginning of a new world. How would this new world be organized, who, if anyone, would dominate it, what issues,

problems, and conflicts would beset it? Would the institutions and values embodied in the post-Cold War framework prove applicable to the more global world in which they would have to operate? The course will begin by looking closely at the post-Cold War order and then examine its functioning in the contemporary world.

*James Cronin*

**HIST4297 Russia to 1917: Autocracy and Empire (Fall: 3)**

*Prerequisites:* The History Core, Parts I and II.

**Offered Periodically**

In 1721, Peter the Great declared that Russia would be an Empire. That empire survived for almost two hundred years. This course will survey central issues in imperial Russian history, focusing on how the rulers of the Romanov dynasty solidified their rule and incorporated peoples of diverse cultures. Although Peter's dream collapsed in 1917, the key question to be asked in this course is: given all the forces threatening to tear the Russian Empire apart for so long, how was it that it survived—and even expanded—for so long?

*Nicole Eaton*

**HIST4371 The Inquisition in Spain and Spanish America (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered 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; and 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*

**HIST4403 Persecution and Toleration in the Atlantic World (Spring: 3)**

*Prerequisites:* The History Core, Parts I and II.

**Offered Periodically**

*Owen Stanwood*

**HIST4407 The Old South from Colonial Times to 1860 (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

*Cynthia Lyerly*

**HIST4422 Race, Riots, and Rodeos: U.S., 1865–1900 (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered 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.

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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*

### HIST4425 The Frontier in the American Mind (Spring: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered Periodically

This course will examine the conflict between image and reality in American history by focusing on the American West from the Colonial Era to the present. As we study historical events, music, books, and films, students will learn about “Western” figures such as Daniel Boone, Jesse James, Red Cloud, Laura Ingalls Wilder, John Wayne, Linyrd Skynyr, and Sarah Palin, and examine why they are important for Americans’ understanding of their country.

*Heather Richardson*

### HIST4448 Domestic Revolutions: Gender, Family and Childhood in U.S. History (Spring: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered Periodically

Family life and “family values” lay at the heart of many contemporary social and political debates. But family life in the U.S. has never fit static notions of the “traditional” American family. In fact, marriage, family, and childhood have undergone dramatic changes over the past three centuries. This course explores the changing structure, dynamics, and ideology of American family life from the early nineteenth century to the present. In exploring this history, we’ll look cross culturally at the experience of immigrant, black, working-class, and LGBTQ families. Students will conduct a final project based on genealogical and historical research into their own family history.

*Marilynn Johnson*

### HIST4449 United States, 1929–1960 (Fall: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered 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)

*Prerequisites:* History Core, Parts I and II.

#### Offered Periodically

#### Course not open to students who have taken HIST4850.

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

*Patrick Maney*

### HIST4458 Nannies, Maids, and Mail Order Brides: Gender and Migration in U.S. History (Fall: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered Periodically

#### Not open to students who have taken HIST4457

How does gender shape immigration and migration? How does it influence the lived experiences of migrants in the workplaces, families and communities? How does it shape migrants’ perceptions and assimilation into U.S. society? How does it intersect with transnational practices and imaginaries? We will consider these questions through a study of migration to and within the United States from the late-nineteenth-century to the present. The class considers a broad range of racial and ethnic groups while also attending to certain categories of migrants in an effort to understand the role of gender, race, and class in migration.

*Arissa Oh*

### HIST4462 U.S. Constitutional History II (Spring: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered Periodically

This course focuses on the United States Supreme Court’s interpretation of the Constitution. The presumption is that the Court’s decisions reflect and shape American society’s political, economic, social, and cultural history.

*Alan Rogers*

### HIST4466 Adoption and Kinship in America (Fall: 3)

*Prerequisites:* History Core, Parts I and II.

#### Offered 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*

### HIST4471 Boston: History, Literature and Culture I (Spring: 3)

*Prerequisites:* History Core, Parts I and II.

#### Cross listed with ENGL4501

#### Offered Periodically

Covering the period from the arrival of the Winthrop Fleet in 1630 through the Civil War, this is the first half of a two-semester, interdisciplinary course on Boston’s history, literature and culture broadly defined. Team-taught by a history and an English professor, and drawing on experts in the other areas (including music and visual arts), the class reads poetry, drama, fiction, and nonfiction connected to Boston in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

*Paul Lewis*

### HIST4472 Boston: History, Literature and Culture II (Fall: 3)

*Prerequisites:* The History Core, Parts I and II.

#### Cross listed with ENGL4502

#### Offered Periodically

Covering the period from the Civil War to the present, this is the second half of a two-semester, interdisciplinary course on Boston’s history, literature, and culture. Team-taught by a History and an English

professor, and drawing on faculty in other departments and experts in the Boston area to provide insights into Boston's culture broadly defined, the class examines Boston's literature, film, art, music, and other cultural forms in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

*Carlo Rotello*

**HIST4475 History of the American West (Fall: 3)**

*Prerequisites:* The History Core, Parts I and II.

**Offered Periodically**

This course surveys the economic, political, social, and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the Western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.

*Marilynn Johnson*

**HIST4481 History of Black Nationalism (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Cross listed with AADS4481**

**Offered Periodically**

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalistic strategies, including emigrationist, separatist, cultural, and accommodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.

*Karen Miller*

**HIST4483 African American Life Stories (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Cross listed with AADS4483**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

**HIST4495 U.S. Foreign Policy I (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered 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)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The continuation of HIST4495.

*Seth Jacobs*

**HIST4508 The Vatican and International Politics from the French Revolution to the Collapse of Communism (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

The aim is to explore how the Vatican wielded such influence on modern history despite its territorial insignificance. We will look at issues such as: why the Vatican continued to be an important player on the international stage even after the abolition of the Papal States; did it resist modern progressive developments; why in the twentieth century did the Vatican seem to align itself with Fascism; did Pope Pius XII really keep silent in the face of the Holocaust during World War II; and what role did the Vatican play in fall of European Communism.

*Oliver Rafferty*

**HIST4551 American Hate (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

Racism is, unfortunately, as American as apple pie and baseball. This course explores the roots of racial hatred and the changes in American racism over time. In addition to studying the ideas that buttress racism, this course will examine case studies of racism in practice, such as the Tuskegee syphilis experiment, convict leasing, segregated recreation, the Trail of Tears, and Japanese internment.

*Cynthia Lynn Lyerly*

**HIST4552 Race, Rights and the Law (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course is organized around a question recently raised by Supreme Court Justice Sonia Sotomayor: What role should the long dark history and the contemporary reality of racism in the United States play in the Court's decision making? Students will explore the checkered relationship between race, rights—both civil and criminal—and the law, beginning with slavery and culminating with the so-called Ferguson effect. Students will read, discuss, and write about major Court decisions, look behind the law for evidence of cultural and political bias, and note how American politicians and jurists have “played the race card.”

*Alan Rogers*

**HIST4601 Capstone: Boston College/Your Life (Spring: 3)**

**Cross listed with UNCP5532**

**Offered Annually**

**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*

**HIST4701 Environmental History of the Atlantic World (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

This course will explore several major themes of environmental history in an Atlantic context. Major topics will include: the settlement of North America, the development of the plantation system, the Industrial Revolution, and the development of a world market in environmental resources. Our goal is to gain both an understanding of the historical process of ecological change and the way in which historians and others have tried to understand these changes. Readings will include both pioneering historical works and recent works that have brought this field into more of a popular historical discourse.

*Kevin O'Neill*

**HIST4702 Feast or Famine? Food and the Environment (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

Through most of history the primary quest of humans has been to obtain sufficient food for survival. This course will explore the evolving relationships between that quest and the environment. Topics will include: climate change, the domestication of plants and animals, the development of settled agricultural societies, the Columbian exchange of biota, plantation and state sponsored agriculture, and the emergence of agro-business. We will explore the role of both individual crops/commodities such as sugar, chocolate, cod, corn, and the potato and the environmental systems of which they were part.

*Kevin O'Neill*

**HIST4823 Ireland at War in the Twentieth Century (Spring: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

Twentieth century Ireland seemed a country imbued with violence. This was not simply because of the Easter Rising of 1916 and the War of Independence, 1919–21. The warlike propensities of the Irish had already been demonstrated by Irish involvement in the Boer War 1899–1902. These events set the parameters of what happened in Ireland in the rest of the century and included such things as the Civil War 1922–23 and the activity of the Irish Republican Army (IRA) in the 1930s, 40s, and 50s. Ireland's participation in both World Wars and the violence of The Troubles 1969–98 will also be examined.

*Oliver Rafferty, S.J.*

**HIST4840 1968 Now: Revolution Art, History, and Philosophy (Fall/Spring: 3)**

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

**Cross listed with ARTS3320 and PHIL5539**

**Offered Periodically**

This course will critically investigate some of the main philosophies which informed the revolution of 1968 in Paris (and abroad). Starting with the writings of Jean-Paul Sartre and Simone de Beauvoir, the seminar will trace the movement from the existentialist philosophies of individual liberty and responsibility to the more communitarian theories of situationism (Guy Debord and Marcuse),

structuralism (Althusser, Levi-Strauss, Lacan) and post-structuralism (Barthes, Kristeva, Foucault). The main critical questions discussed include the relationship between freedom and determinism, imagination and language, self and society, desire and culture, art and politics. The course is participatory and interdisciplinary and will include interaction with students in history and studio art.

*The Department*

**HIST4844 After World War I: Spirit Recov/Fascism/Personalism (Fall: 3)**

**Cross listed with PHIL4447**

**Offered Periodically**

We shall investigate the birth and development of fascism as political cultures.

*James W. Bernauer, S.J.*

**HIST4846 The Holocaust: A Moral History (Spring: 3)**

**Cross listed with PHIL4456 and THEO4456**

**Offered Periodically**

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

*James W. Bernauer, S.J.*

**HIST4866 History and Fiction in Irish Culture (Fall: 3)**

*Prerequisites:* History Core, Parts I and II.

**Offered Periodically**

Historical fiction by definition offers the experience of imbibing an historic place, time, beliefs, and other issues of a particular time and place. What can we learn from works of pure fiction that give insight into a particular place, time, etc.? What can we learn of empire, colonialism, nationalism, war, rebellion, women's struggles in Great Britain and Ireland? Find out as we take a look at novels, essays, poems, and other types of works in this seminar that will meet at the Burns Library of Rare Books and Special collections. We will make use of the Burns Library collections as we delve into a tumultuous period in history.

*The Department*

**HIST4901 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of professor and Director of Undergraduate Studies; History Core, Parts I and II.

**Offered Annually**

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.

**Offered Annually**

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.

**Offered Annually**

See course description under HIST4921.

*The Department*

**HIST4961 Honors Seminar (Fall: 3)**

*Prerequisite:* Approval through the Honors Committee.

**Offered Annually**

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.

**Offered Annually**

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*

**HIST5191 Senior Colloquium: The University in the Modern World (Fall: 3)**

*Prerequisite:* Senior History major standing.

**Offered Periodically**

This course explores the diverse and changing intellectual, institutional, social, and political cultures of universities across the modern world. Our inquiry will be global and comparative in scope; we will examine a wide range of case studies with particular attention to twentieth-century and non-Western contexts. Themes covered will include student activism, the politics of intellectual labor, the role of higher education in colonial and national development, knowledge production and social movements, the racial and gendered dimensions of university life, and debates about academic obligations and freedoms.

*Priya Lal*

**HIST5270 Senior Colloquium: A History of Social Trust: Revolution and Society in Modern Europe (Spring: 3)**

*Prerequisite:* Senior History major status.

**Offered Periodically**

Social trust is absolutely critical to the functioning of any society. And yet the history of trust is rarely considered. In this course, we will examine three discrete historical episodes where the basis for trust was significantly altered—Britain during the Scientific and Financial Revolutions, Revolutionary France, and post-Revolution Soviet Union. In each episode, contemporaries were faced with unfamiliar sources of authority, with competing systems for determining truth, and with increasingly illegible indicators of trustworthiness. We will focus on how trust broke down and what kinds of cultural resources were drawn on in the effort to rebuild it.

*Penelope Ismay*

**HIST5290 Senior Colloquium: Reagan and Thatcher: Together Against the World (Fall: 3)**

*Prerequisite:* Senior History major standing.

**Offered Periodically**

Margaret Thatcher came to office in May, 1979; Ronald Reagan in January 1981. They each confronted serious crises at home and abroad. The two leaders shared a similar vision of the world: a strong belief in the market and an equally intense anti-communism. On both counts they represented a break with the prevailing consensus and had to fight hard for their ideas. Their alliance and friendship was a major resource in winning or losing the battles they chose. The course will provide an opportunity for students to examine the context in which these two leaders came to office, their ideas, and their relationship.

*James Cronin*

**HIST5464 Race, Crime, and the Law in the United States (Spring: 3)**

**Offered Periodically**

**Senior History major standing; graduate students not permitted.**

This course explores the contested crossroads where race relations intersect with the rules governing the arrest, trial, and punishment of criminals.

*Alan Rogers*

**HIST5480 Senior Colloquium: Contested Cities: Race, Class, and Sexuality (Fall: 3)**

*Prerequisite:* Senior History major standing.

**Offered Periodically**

This course will explore how racial and ethnic newcomers encountered the American city in the nineteenth and twentieth centuries. Looking at various groups—older European and Asian immigrants, black migrants from the South, sexual minorities, and recent arrivals from Latin America and the Caribbean—we'll look at how these newcomers worked, played, organized, and claimed space in the city. We'll pay particular attention to social and political struggles over urban spaces including neighborhoods, commercial districts, amusement areas, and public parks. Students will conduct research on migrant communities in Boston and collaborate in the production of digital public history projects.

*Marilynn Johnson*

**HIST5490 Senior Colloquium: American Immigration (Spring: 3)**

*Prerequisite:* Senior History major standing.

**Offered Periodically**

*Kevin Kenny*

**The Honors Program**

The class of 2021 was the last group of first-year students admitted to the Honors Program.

**Contacts**

- Chairperson: Michael Martin, 617-552-3315
- Administrative Assistant: Gail Rider, 617-552-3315
- E-mail: cashp@bc.edu
- Web address: [www.bc.edu/schools/cas/honors](http://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 *The Divine Comedy*. The second year begins with Renaissance authors such as Montaigne and Shakespeare, continues with the religious, political, and philosophical writers of the seventeenth century and of the eighteenth century Enlightenment, the English and continental Romantics, the major nineteenth-century writers including Kierkegaard, Darwin, Marx, Nietzsche, and Freud and ends with nineteenth and early twentieth century novelists such as Dostoevsky, Woolf, and Mann.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered, and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary cultural tradition.

#### Junior Year

In the junior year, students take a 2-semester, 3-credit seminar titled the Twentieth Century and the Tradition, drawing on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, globalization, and the development of digital information technology, in order to examine how the twentieth and early twenty first centuries have absorbed, criticized, or reinterpreted the Western Cultural Tradition. Thus by considering the interplay between the Western Cultural Tradition and the significant critical currents of our century such as Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture, the junior year course aims to equip Honors students to live thoughtfully and responsibly in contemporary culture. (See below for provisions for those Honors Program students studying abroad as juniors.)

#### Senior Year

In their final year, students may choose either of two ways to finish the Honors curriculum. They may either write a senior thesis—normally a 6-credit enterprise, spread over two semesters—or take two, advanced seminars.

A thesis may be an extended research or analytic paper written either in the student's major discipline or in the Honors Program; it may also be a creative project involving performance in an artistic medium. Honors students have written on topics as diverse as personalism in the *summas* of St. Thomas, grace and freedom in Dostoevsky, the role of Buddhism in the works of Jack Kerouac, the political organization of the European Community, the influence of alcoholic fathers on their sons, superconductivity, and original cancer research; they have produced novels, dramas, operas, and electronic performance pieces.

In the integrative, advanced seminars students re-consider texts they may have studied years earlier such as Dante's *The Divine Comedy* or the novels of Dostoevsky with the aim rising above the specialization of their particular majors, to critically comprehend the relationship between contemporary ways of thinking and the cultural values of the tradition.

#### Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they complete the freshman, sophomore, and junior courses, a senior thesis and/or two of the advanced seminars, and have maintained a minimum 3.4 GPA.

#### Information for Study Abroad

The Honors Program encourages students to study abroad. Depending on the student's situation, the Honors Program will defer part or all of the junior year Twentieth Century and Tradition sequence to senior year. In certain cases (a full year abroad, and a senior thesis in the offering) the Honors Program will drop the requirement altogether.

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### HONR1201 Western Cultural Tradition V (Fall: 3)

*Corequisite:* HONR1202.

#### Offered Annually

All students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students in MCAS (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

#### HONR1202 Western Cultural Tradition VI (Fall: 3)

*Corequisite:* HONR1201.

#### Offered Annually

See course description under HONR1201.

*The Department*

#### HONR1203 Western Cultural Tradition VII (Spring: 3)

*Corequisite:* HONR1204.

#### Offered Annually

See course description under HONR1201.

*The Department*

#### HONR1204 Western Cultural Tradition VIII (Spring: 3)

*Corequisite:* HONR1203.

#### Offered Annually

See course description under HONR1201.

*The Department*

#### HONR3301 Twentieth Century and the Tradition I (Fall: 3)

#### Offered Annually

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.

*Vanessa Rumble*

**HONR3302 Twentieth Century and the Tradition II (Spring: 3)****Offered Annually**

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.

*Susan Mattis*

**HONR4401 Don Quixote and the Vagaries of Virtue**

(Fall/Spring: 3)

**Offered Annually**

Don Quixote explores and evokes the nobility and limitations of virtue. Through an intensive reading of Cervantes' text, and excursions into other literary and philosophical treatments of virtue, we will try to fathom the human artistry of ethics.

*Martin Cohen*

**HONR4932 Americans, Ugly or Beautiful (Spring: 3)****Offered Annually**

*Martha Bayles*

**HONR4933 Autobiographical Novel/Memoir (Fall: 3)****Offered Annually**

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 Michalczuk*

**HONR4934 Dante: Reflecting on Our Journey (Spring: 3)****Offered Annually**

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, and 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 and religious figures from classical times through medieval including contemporary interpretations.

*Susan Michalczuk*

**HONR4941 The Problem of Law (Fall: 3)**

Cross listed with POLI1274

**Offered Annually**

Human beings have a complicated relationship with law, above all because while we expect the law to do justice, justice turns out to be elusive, at every level: for the individual, within any given political community, and among communities. It is a problem to establish law,

to maintain law, and to face the limits of law; bad laws, individual lawlessness, political rebellion, and war are ever-present possibilities in human life. We will explore the problem of law in these three contexts with the help of works of fiction (literature, film), philosophy, and social science.

*Alice Behnegar*

**HONR4961 Senior Honors Thesis (Fall/Spring: 3)****Offered Annually**

*Alice Behnegar*

**International Studies****Contacts**

- Director: Erik Owens, Associate Professor of the Practice, Theology and International Studies, erik.owens@bc.edu
- Associate Director: Assistant Professor of the Practice Hiroshi Nakazato, Carney 247, 617-552-4892, nakazato@bc.edu
- Assistant Director, Interdisciplinary Programs: Patricia McLaughlin, Gasson 109, 617-552-3272, mcclaugpp@bc.edu
- [www.bc.edu/isp](http://www.bc.edu/isp)

**Undergraduate Program Description**

The International Studies Program offers an interdisciplinary curriculum to students interested in international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the Morrissey College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

**Applying for the International Studies Major**

Students are accepted into the International Studies major by application only. Admission to the major is by competitive application at the end of freshman year. Approximately 105 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies Program, which includes faculty drawn from many departments in the Morrissey College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), student's personal statement, and foreign language proficiency.

**Language Requirement**

All students completing the IS major regardless of school, must demonstrate advanced proficiency in one modern foreign language or intermediate proficiency in two modern foreign languages. Advanced proficiency will be met by taking at least two courses beyond the intermediate level of a modern foreign language.

The deadline for submitting applications is early May, at the end of a student's freshman year. The application form and further details about the program are available online at [www.bc.edu/isp](http://www.bc.edu/isp).

**Major Requirements**

At least 44 credits as described below. As an interdisciplinary major, students may choose more than one major, but in each major the students must fulfill the minimum requirements set by the department and the school. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.



## ARTS AND SCIENCES

*International Studies Core: At least 23 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 (POLIx4xx) Course (3 credits)  
General principle: courses focusing on *domestic* politics of other states are comparative.  
e.g., POLI 2401, Politics of India: Challenges of Dem and Dev., POLI2414, Politics and Society in Central Eurasia, POLI 2469 Politics of Japan/Republic of Korea.  
For non-POLI track IS majors, the POLI1091, Intro to Comparative Politics is fine.
- INTL/THEO5563 Ethics, Religion and International Politics (4 credits)
- Two of the following History, Culture, and Society courses (6 credits):
  - AADS1101 Africa Since 1850
  - AADS1150 Intro to Sub-Saharan African Politics
  - COMM2262/INTL2262 Online Communication and Global Society
  - ENGL4503/INTL5503 Global Englishes
  - HIST1005–1006 Asia in the World I and II
  - HIST1019–1020 Democracy, Rights, and Empire
  - HIST1023–1024 Eurasia in the World I
  - HIST1055–1056 Globalization I and II (HIST1077/78, 1083/84, 1087/88)
  - HIST1059–1060 Islam and Global Modernities I and II
  - HIST1063–1064 Latin America in the World I and II
  - HIST4496 U.S. Foreign Policy II 1945–Present
  - ICSP3310/THEO5500 Women and Gender in Islam
  - INTL2220 Where In The World (6 credit Complex Problems)
  - PHIL 4477 Ethical Principles in Comparative Politics
  - SLAV2065 Society and National Identity in the Balkans
  - SOCY1003 Introductory Anthropology
  - SOCY1036 Intro to Latin American Societies
  - SOCY1039 African World Perspectives
  - SOCY1040 Global Sociology
  - THEO1161–1162 The Religious QuestUpper-division History, Social Science, or Humanities courses that are approved by the International Studies Director or Associate Director.

*Concentration: At least 18 credits in at least 6 courses as described below.*

Classes of 2019 and 2020: Choose a Concentration in Economics, Political Science, Ethics and Social Justice, Global Cultural Studies, Political Economy and Development Studies, or Cooperation and Conflict.

Class of 2021 and beyond: Choose a Concentration in Ethics and Social Justice, Global Cultural Studies, or Political Economy and Development Studies.

### *Economics:*

- ECON2201 or ECON2203 Microeconomic Theory (3 credits)
- ECON2202 or ECON2204 Macroeconomic Theory (3 credits)
- ECON1151 or ECON1157 Statistics (4 credits)
- ECON2228 Econometrics (4 credits) or ECON3308 Game Theory in Economics (3 credits)
- Two electives chosen from (6 credits):

- ECON2207 The Global Economy
- ECON2273 Development Economics
- ECON2275 Economic Development: The Experience of El Salvador
- ECON3302 Topics in the Economics of Gender
- ECON3371 International Trade
- ECON3372 International Finance
- INTL3374/ECON3374 Development Economics and Policy
- ECON3375 Economic Growth and Development
- ECON3376 International Economic Relations
- ECON3377 The World Economy: From the Gold Standard to Globalization

### *Political Science:*

- POLI1041–1042 Fundamental Concepts of Politics and Introduction to Modern Politics (6 credits)  
Students with AP Government may substitute another POLI course for POLI1042.
  - POLI1021 How to Rule the World may be substituted for POLI1041 or any POLIx6xx course may be substituted
  - POLI1061 Introduction to American Politics may be substituted for POLI1042 or any POLIx3xx course may be substituted
- INTL3540 Research Methods in International Studies or another methods course, e.g., POLI2415 Models of Politics or statistics taught in other departments (ECON, SOCY, PSYC (not MATH stats), or similar courses offered abroad (3 credits)
- Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 24xx–44xx and 25xx–45xx level) (9 credits)

### *Ethics and Social Justice:*

Foundational courses—one in each of the following two areas:

- *Foundations in Moral Philosophy, Religious Ethics, or Political Theory*  
Choose one of the following (3 credits):
  - PHIL1160/THEO2160 The Challenge of Justice
  - PHIL3377 Ethical Theory
  - PHIL4440 Historical Introduction to Western Moral Theory
  - PHIL5500 Philosophy of Law
  - PHIL5524 Ethics: An Introduction
  - POLI2606 Intro to Modern Political Philosophy
  - POLI2631 Ethics and Politics
  - POLI2649 Liberty and Order
  - THEO3557 Catholicism and Social Responsibility
  - THEO4405 Christianity and Politics
  - THEO4496 The Moral Dimensions of the Christian Life
- *Foundations in the Social Sciences (providing an introduction to this approach)*  
Choose one of the following (3 credits):
  - INTL3540 Research Methods in International Studies
  - ECON2234 Economics and Catholic Social Teaching
  - ECON3376 International Economic Relations
  - POLI2415 Models of Politics
  - POLI2422 Comparative Social Movements
  - SOCY1002 Intro to Sociology Healthcare (with relevant concentration, Global Health)
  - SOCY1003 Introduction to Anthropology
  - SOCY1087 Social Movements
  - SOCY1093 Comparative Social Change
  - SOCY2210 Research Methods

SOCY2215 Social Theory  
 SOCY3318 What's in a Number? Literacy in Social Statistics  
 SOCY5518 The Craft of Ethnography  
 NURS1210 Public Health (with relevant concentration)

Electives—select electives according to one of the following options:

Select four electives of at least 12 credits in the area of normative philosophical, theological, or political approaches to international affairs. Students wishing to follow the Ethics and International Social Justice track **MUST** choose electives according to the “clusters” outlined on our website. Courses not listed and independent clusters *must be pre-approved*. The 12 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:*

##### **Foundational Courses**

- *Theoretical Perspectives on Culture and/or the Arts*—One course in each of the following two areas:

Choose one of the following (3 credits):

ARTH1109 Clues to Seeing  
 COMM/INTL2262 Online Communication and Global Society  
 ENGL3230 Literature and Social Change  
 ENGL/INTL4503 Global Englishes  
 ENGL4551 Contemporary Literature and Cultural Theory  
 FILM3312 World Cinema  
 FILM3382 Film Criticism and Theory  
 SOCY1003 Introductory Anthropology  
 SOCY1093 Comparative Social Change

- *Research Strategies and Methods for the Study of Culture*

Choose one of the following (3 credits):

INTL3540 Research Methods in International Studies  
 ENGL2123 Language and Ethnicity (also LING2379 or SOCY2275)  
 SOCY2210 Research Methods  
 SOCY2215 Social Theory  
 SOCY3318 What's in a Number? Literacy in Social Statistics  
 SOCY5509 Feminist Approaches to Theory and Methodology  
 SOCY5511 Ethnography and Field Research  
 SOCY5518 The Craft of Ethnography

- Electives—Select according to one of the following options:  
*Global Culture and the Humanities Option.* Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts (12 credits). Pre-approved thematic clusters are available (e.g., “Comparative Literature Studies”); courses not listed and independent clusters must be pre-approved. The four electives of at least 12 credits should be from one cluster.  
*Global Culture, History, and the Social Sciences Option.* Four electives in the Social Sciences, History, and/or Communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context (12 credits). Pre-approved thematic clusters are

available (e.g., “Global Media Studies”); courses not listed and independent clusters must be pre-approved. The four electives of at least 12 credits should be from one cluster.

*Area Option.* Four electives focusing on the study of culture in one geographic region (12 credits). Specific geographic regions have been pre-identified; students may also select courses from a narrower sub-region (e.g., in western Europe, students may choose to focus only on Spain and France). The four electives of at least 12 credits should be from one cluster.

#### *Political Economy and Development Studies*

Two Foundational courses—choose one course from each of the following two areas:

##### **Foundation I**

ECON/INTL2207 The Global Economy  
 ECON2273/INTL2274 Development Economics  
 INTL/POLI2534 International Political Economy  
 INTL22xx Explorations in Development Studies (future course)  
 SOCY1040 Global Sociology  
 SOCY5562 Environmental Sociology  
 SOCYxxxx Global and Transnational Sociology

##### **Foundation II**

ECON2228 Econometrics  
 ECON3308 Game Theory in Economics  
 POLI2415 Models of Politics  
 INTL3540 Research Methods in International Studies  
 SOCY2200 Statistics  
 SOCY2210 Research Methods

Four electives from the Approved List of courses.

#### *Cooperation and Conflict*

Two Foundational courses—choose one course from each of the following two areas:

##### **Foundation I**

HIST2255 History of Terrorism  
 HIST4250 Human Rights as History  
 INTL22xx Explorations in Peace and Security Studies (future course)  
 INTL3510/POLI3510 Globalization  
 INTL3521/POLI3521 International Law (Note: students may not use BSLW1148 for this requirement)  
 PHIL2259/THEO2327 Perspectives on War, Aggression, and Conflict Resolution  
 POLI2506 UN and International Security  
 POLI2512 Causes of War  
 POLI2532 International Organizations  
 POLI2541 Global Governance  
 POLI3527 Terrorism and Political Violence  
 SOCY1092 Peace or War: United States/Third World  
 THEO2164 Challenge of Peace

##### **Foundation II**

ECON1151 Statistics  
 INTL3540 Research Methods in International Studies  
 POLI2415 Models of Politics  
 SOCY2200 Statistics  
 SOCY2200 Research Methods

Four electives from the Approved List of courses.

### Senior Year Requirements: 3 or 6 credits

- INTL4941 International Studies Seminar (3 credits) or
  - Senior Thesis:
    - INTL4951 Senior Thesis I (3 credits)
    - and
    - INTL4952 Senior Thesis II (3 credits)
- Note: INTL4951 may count as an elective toward a student's disciplinary base.

### Minor Requirements

The minor is open to students who submit an acceptable course of study. Eligible students wishing to declare an IS minor must do so by the first semester of their junior year, no later than the last day of add/drop in early October. Note, this date changes from year to year. Check the academic calendar for the specific date (on or about October 3). Enrollment forms and instructions can be found on our website at [www.bc.edu/isp](http://www.bc.edu/isp). The IS minor requires at least 18 credits in at least 6 courses as described below.

**Language Proficiency, IS minor:** Students completing the IS minor, regardless of school, must demonstrate intermediate-level proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

The International Studies minor consists of 18 credits (in at least 6 courses). Students enrolling in the minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict (ICC)
- International Political Economy (IPE)
- Development Studies (DS)
- Ethics and International Social Justice\* (EISJ)
- Global Cultural Studies\*\* (GCS)

#### Foundation Course I:

INTL3510/POLI 3510 Globalization (3 credits), NB: This is not the same as the History Core sequences of the same name. INTL2546 World Politics—Students who have already taken INTL2500 or POLI 1081 will not be able to take this as their Foundation I course.

POLI1081 Introduction to International Politics—NB: This course is only for POLI majors; it may be a double-count for IS minor purpose only. It cannot be taken by IS minors with other majors (e.g., a HIST major/IS minor may not take POLI1081).

POLI1501 International Politics (open to freshmen and sophomores only) (3 credits)—NB: This course is only for POLI majors; it may be a double-count for IS minor purposes only. It cannot be taken by IS minors with other majors (e.g., a HIST major/IS minor may not take POLI1501).

*Choose one of the above; required of all minors.*

- **Foundation Course II:** Students select one course from the list of courses approved for the student's chosen Thematic Concentration (3 credits).
- **Thematic Concentration Electives:** Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration (12 credits).

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

\*\*NB: Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options:

Global Culture and the Humanities option; Global Culture, History, and the Social Sciences option; or Area Studies option. Please note: In addition, there are "Suitable Clusters" within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

In selecting electives, students must bear in mind the University's requirement that the *six courses for the minor must come from at least three different academic departments*. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program. For a list of courses, visit the International Studies website at [www.bc.edu/isp](http://www.bc.edu/isp).

In order to earn an interdisciplinary minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or Core requirement.

Our current UIS system does not always properly credit degree audits with courses that should count for the IS minor. If you have an appropriate course that counts toward your minor and is not showing correctly on your degree audit, you must fill out a Degree Substitution form in order to have the course(s) properly credited to your degree audit. Be sure to indicate on the form what the course is counting for (i.e., elective) as well as your Thematic Concentration (and cluster if GCS or EISJ).

BC's degree audit system is not currently robust enough to completely monitor compliance with the co-count rules. Therefore, a second major or a minor could be incorrectly marked on an audit as complete when it in fact is not due to unrecognized excessive co-counting. Ordinarily such excessive co-counting is corrected manually during a final graduation check by Student Services. Students with a second major or one or more minors should carefully monitor their course selection to insure compliance with the co-count limitation. Additional information about the International Studies minor and an enrollment form are available on the International Studies website at [www.bc.edu/isp](http://www.bc.edu/isp).

#### Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their Social Science University Core requirement and to fulfill the Core requirement in Economics for the International Studies major:

- ECON1131 Principles of Microeconomics
- ECON1132 Principles of Macroeconomics

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for Political Science track for the International Studies major as well as Social Science requirements of the University Core.

- POLI1041 and POLI1042 Fundamental Concepts of Politics and Intro to Modern Politics

To enroll in POLI1041 or POLI1042 students need to declare a Political Science major.

Although the following courses are not required, they provide excellent background for the major in International Studies. Some fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies Core requirement in History, Culture, and Society:

- AADS1101 Africa Since 1850
- COMM2262/INTL2262 Online Communication and Global Society
- ENGL4503/INTL4503 Global Englishes
- HIST1005–1006 Asia in the World I and II
- HIST1019–1020 Democracy, Rights, and Empire I and II

- HIST1023–1024 Eurasia in the World I and II
- HIST1055–1056 Globalization I and II
- HIST1059–1060 Islam and Global Modernities I and II
- HIST1063–1064 Latin America in the World I and II
- HIST4496 U.S. Foreign Policy II 1945–Present
- SOCY1003 Introductory Anthropology
- SOCY1040 Global Sociology
- THEO1161–1162 The Religious Quest
- Upper-division History, Social Science, or Humanities courses that are approved by the International Studies Director or Associate Director

#### Information for Study Abroad

Many International Studies majors benefit from studying abroad. **International Studies major** students can transfer up to eight (8) credits for one semester abroad and up to twelve (12) credits total for two semesters that they spend studying abroad. **International Studies minors** may transfer a maximum of eight (8) credits toward their International Studies minor.

Students who are contemplating writing a senior thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Patricia McLaughlin, International Studies Assistant Director, Interdisciplinary Programs at [mclauggp@bc.edu](mailto:mclauggp@bc.edu) or 617-552-3272.

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### INTL1221 Reflections on Being Abroad (Fall: 2)

*Prerequisite:* Open to Students studying abroad during the current semester.

**Offered Annually**

Students wishing to take this course should contact the Office of International Programs. OIP will register students later in the semester once abroad status has been verified (students must be studying at a BC sponsored program). OIP will keep a spreadsheet of students who wish to take this course. Once a student's abroad status has been verified, he or she will be notified if they have been granted a spot in the course.

This online course is designed for students of all majors who are currently abroad and are committed to reflecting more deeply on their study abroad experience. The course permits students to consider where they are in life, what they hope to gain from their time abroad, and how their current experiences may shape their future personal, academic, and professional trajectories. The course also trains students to observe and document the culture(s) in which they are studying, and in turn to produce an interactive, mixed media presentation, which captures one aspect of their host setting. From the course, students will gain valuable insight and skills which will benefit them well beyond their study abroad experience.

*Nick Gozik*

#### INTL2200 Where on Earth: Foundations in Global History, Culture, and Society (Fall: 4) Satisfies Cultural Diversity and Social Science Core Requirements Offered Annually

**Rising Sophmores (Class 2021) only for AY 2018–2019**

This course invites International Studies majors to investigate the meaning of “place” as the basic building block of our globalizing world, from geographical location to cyberspace. The specificity of a place—how it is experienced and how it fits into overall world structures—is historically and socially constituted and therefore subject to change and contestation. Moving among local, regional, and global scales, the course examines the interplay between the built and natural environments; spatial connections via the movement of people, goods, and technology; the geographical structures of socio-economic inequalities; and the ways in which individuals form identities in relation to “place.”

*Brian Gareau*

#### INTL2203 Where on Earth: Leadership Seminar (Fall: 3) Offered Annually

Where on Earth: POD Leadership Seminar.

*Franziska Seraphim*

#### INTL2253 International Law of Food (Summer: 3)

**Cross listed with LAWS5253 and POLI2253**

**Offered Annually**

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.

*The Department*

#### INTL2260 International Environmental Science and Policy (Fall: 3) Offered Annually

**While no specific science classes are required as prerequisites, students should be familiar with basic scientific methods and principles.**

This course examines both the science underlying today's international environmental problems and the policy decisions that drive human actions and responses. The natural environment underlies every other human system: economic, political, cultural/religious, etc., and when it is perturbed, every system above it feels the effects. We will study the science behind climate change, deforestation, ocean/wildlife issues, and food security and look at how U.S. domestic laws, international treaties and conventions, international organizations like UNEP, and NGOs shape the way humanity deals with these problems.

*The Department*

#### INTL2286 Philosophy of Peace and Hospitality (Summer: 3)

**Cross listed with THEO2286 and PHIL2286**

**Offered Annually**

This course will introduce students to the dynamics of conflict and the challenges involved in bringing about reconciliation among groups divided by distrust and enmity. By drawing on recent thinkers and artists who have reflected on the encounter between self and



other and upon the risks and challenges involved in opening oneself to the stranger, the course will propose a hermeneutics of hospitality as a means to overcome prejudice based violence and bring about reconciliation among divided groups. The central feature of this hermeneutic will be the art of exchanging narratives—between religions, ethnicities, cultures, and persons. Various approaches will be examined—including artistic expression, organized dialogue, and community building efforts—in order to better understand the way in which the exchange of narratives plays a vital role in reconciliation. Students will also learn to notice the way similar conflict dynamics are present in their own social and political circumstances. They will become better equipped to examine tendencies to exclusion and violence in their own lives, to develop hospitable practices and attitudes that lead to peace, and to engage in effective peacemaking activities back home. This examination takes place in one of Europe's oldest conflict zones (Croatia and surrounding countries), at the crossroads between the political and religious systems of the east and west (Islam and Christianity, Ottoman and European Monarchies, Communism and Capitalism).

*Richard Kearney*

**INTL2310 The U.S. Intelligence Community in the Trump Era (Fall: 3)**

**Offered Annually**

What has been the shape and mission of the U.S. Intelligence Community since 9/11, and what will it confront in the Trump era and beyond? Terrorism has defined the U.S. Intelligence Community for twenty years. Now, an irredentist Russia, the explosion of cyber threats, a rising China, and persisting concerns about nuclear proliferation will all challenge the U.S. Intelligence Community, as the Pax Americana recedes and as Donald Trump engages in an historic retreat of the United States from its role as driver of multilateral norms—and undermines the credibility of the Intelligence Community itself. This course will examine how the U.S. Intelligence Community's mission and structures have changed to meet national security threats and the challenges it will face during the Trump administration and beyond.

*Glenn Carle*

**INTL2311 Intelligence, Covert Action and National Policy (Spring: 3)**

**Offered Annually**

The U.S. has engaged in “covert action” since the founding of the Office of Strategic Services (OSS), the CIA's predecessor, and it has often overshadowed the CIA's core mission of intelligence collection. Yet its utility and morality have been vigorously challenged. This course will examine how covert action fits into the U.S. Intelligence Community's mission, what covert action is, why it is used, and will examine a number of covert action missions, such as the Bay of Pigs operation, the overthrow of Chilean president Allende, the overthrow of the Arbenz government in Guatemala, the attempt to overthrow the Sandinista regime, the overthrow of the Mossadegh government in Iran, the efforts to undermine Communism in Eastern Europe, and the invasion of Afghanistan post-9/11.

*Glenn Carle*

**INTL2500 Introduction to International Studies (Spring: 4)**

*Corequisite:* INTL2505.

**Offered Annually**

This course provides an introduction to international studies. It is required for international studies majors and assumes no prior coursework in related disciplines. The course lays the theoretical and empirical

groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures and the consequences for global conflict and cooperation.

*The Department*

**INTL2531 Politics of Energy and Climate in the U.S. and International Perspective (Spring: 3)**

**Cross listed with POLI2531**

**Offered Periodically**

Why is energy and climate 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; evaluate the implications of climate disruption and the solutions across the sixty largest greenhouse gas emitting states; and analyze how energy and climate politics shapes global security and sustainability. Class members will also conduct a global climate negotiation and study in depth the regional security and political economy of the (Persian) Gulf states.

*David A. Deese*

**INTL2533 Global Climate Politics (Spring: 3)**

**Offered Annually**

This course addresses the main pillars of climate governance: mitigation (reducing greenhouse gas emissions), adaptation (coping with the impacts of climate change), and the emerging pillar—loss and damage regulation. It examines how responsibilities, burdens, benefits, and risks for addressing climate change should be divided between countries and people. We will discuss issues like: what is the role of justice in UN climate negotiations? How to balance fairness with political effectiveness? Is it possible to sue major emitters (states or businesses) for climate change? What are the responsibilities of rising powers for addressing their emissions? Who should pay for adaptation to climate change? Who are climate refugees and where can they go? This course looks for answers to such questions by examining various conceptual and empirical approaches to climate governance from a justice perspective and linking them to practical solutions, illustrated in case studies from around the world.

*Anna Schulz*

**INTL2546 World Politics: Conflict and Cooperation (Spring: 3)**

**Offered Annually**

**Satisfies Foundation I requirements for the International Studies minor. Course may be used as an elective for certain IS minor concentrations (ICC, IPE, EISJ). Students with 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.

*The Department*

**INTL2871 Industrialization and Democratization in Korea (Fall: 3)**

**Cross listed with HIST2871 and ECON2871**

**Offered Annually**

This introductory course surveys the political and economic transformation of South Korea from decolonization through the high growth era to today's global neo-liberal age. It traces how a war-ravaged country

became a prosperous and industrialized nation. In exploring this transformation, it also examines the relationship between Korea's industrialization and its democratization: How did U.S. Cold War modernization impact the Korean state's economic strategy and its political development? Why and how did Korean society campaign for social and political justice during the economic high growth era? The course also considers the reconfiguration of South Korea's political economy since the 1990s.

*Ingu Hwang*

**INTL3371 International Trade (Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203.

**Cross listed with ECON3371**

**Offered Annually**

**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*

**INTL3372 International Finance (Fall/Spring: 3)**

*Prerequisites:* ECON2201 and ECON2202.

**Cross listed with ECON3372**

**Offered Annually**

**Not open to students who have taken ECON2271.**

International financial markets, international trade, and balance of payments issues will be studied by using analytical models of the open economy. Topics of particular interests are exchange rate determination, capital flows, trade flows, and other international linkages between economies. The course will apply the analytical tools of international economics to address macroeconomic aspects of current policy issues such as the global impact of the financial crisis, exchange rate policy, sovereign debt crises, and persistent trade deficits and international indebtedness.

*Rosen Valchev*

**INTL3374 Development Economics and Policy (Fall: 3)**

*Prerequisites:* ECON2201 and ECON1151.

**Cross listed with ECON3374**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

**Enrollment limited; significant writing/research component.**

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to understand what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments such as poorly developed or tightly constrained markets. This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.

*S. Anukriti*

**INTL3510 Globalization (Fall/Spring: 3)**

**Cross listed with POLI3510**

**Offered Annually**

This course examines the political, economic, social, and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty,

democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

*Paul Christensen*

**INTL3540 Research Methods in International Studies (Fall: 3)**

**Offered Annually**

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 INTL4951 Senior Thesis, but the two courses are independent.

*Hiroshi Nakazato*

**INTL3930 Seminar: Selected Topics in International Studies**

**(Spring: 3)**

**Offered Annually**

**This course content will vary depending on which faculty member will teach the course.**

The Political Economy of Global Climate Change: Global climate change is one of this century's most pressing challenges and affects virtually all countries. Responding to it effectively will require both government action and properly aligned market incentives. Thus, understanding international political economy is crucial to understanding the collective response to this threat. Moreover, societies' responses to that challenge are, and will continue to be, shaped by economic and political dynamics. This course examines those dynamics and addresses how civil society activists and businesses influence states' environmental policies and how states' climate change policies interact with each other. It also investigates states' different policy options and what the political economy implications of those policies are.

*Gary Winslett*

**INTL4022 Human Rights and Democratic Transitions in South Korea (Spring: 3)**

**Cross listed with HIST4022**

**Offered Annually**

This course introduces students to the historical evolution of human rights talk, activism, norms, and politics during the democratic transition in Korea. Who appropriated the language of human rights? Why did they do so? How did local causes and issues become global human rights issues or vice versa? How did human rights language, ideas, norms, and practices affect domestic and international politics on socio-economic, political, and cultural issues in Korea? Along with these questions, this course will examine multilateral and contentious interactions between global and local state and non-state actors. In paying attention to the role of human rights, the course discusses a series of crucially interrelated topics on self-determination, economic development, political liberalization, humanitarianism, and global justice during the Cold War and post-Cold War period.

*Ingu Hwang*

**INTL4429 Globalization and the Media (Fall: 3)**

Cross listed with COMM4429

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism; the role of the United Nations in regulating cultural products; the latest transnational media mergers; the strategies of global television programmers such as CNN, MTV, or Discovery; the increasing commercialization of media systems around the world; and the role of media in relation to war and terrorism.

*Marcus Breen*

*Matt Sienkiewicz*

**INTL4804 Divided Korea (Fall/Spring: 3)**

*Prerequisites:* The History Core, Parts I and II

Cross listed with HIST4804

Offered Periodically

The Korean Peninsula has remained one of the most internationally contested areas since its division in 1945. This course explores the local and international political conditions that led to the ideological split between the communist North and the capitalist South and its subsequent consolidation into two fiercely opposed regimes over the course of the Cold War and post-Cold War eras. Using a combined chronological and thematic approach, this course will address the political, economic, social, and cultural impact of this division on Koreans and on the world.

*Ingu Hwang*

**INTL4911 Independent Study (Fall/Spring: 3)**

*Prerequisite:* With permission of the Department.

Offered Annually

By Arrangement

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

*Hiroshi Nakazato*

**INTL4941 International Studies Senior Seminar (Fall/Spring: 3)**

Cross listed with SOCY4942

Offered Annually

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)**

Offered Annually

By arrangement.

Weekly seminar/workshop for IS seniors writing a senior thesis.

*Hiroshi Nakazato*

**INTL4952 Senior Honors Thesis (Spring: 3)**

Offered Annually

By Arrangement.

*Hiroshi Nakazato*

**INTL5563 Ethics, Religion, and International Politics**

(Fall/Spring: 4)

*Corequisite:* Must be concurrently enrolled in either INTL5562 or INTL5564.

Your discussion group must match with the professor teaching your course.

Cross listed with PHIL5563 and THEO5563

Offered Annually

Major restricted for IS.

See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department*

**INTL5601 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* With permission of the Department.

Offered Annually

By Arrangement

*Hiroshi Nakazato*

### Islamic Civilization and Societies

#### Contacts

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Associate Professor of the Practice, Political Science, McGuinn 529, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 104, 617-552-9139, susan.leonard.1@bc.edu
- [www.bc.edu/ics](http://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 non-majors, and fulfills the Cultural Diversity Core requirement.

**Disciplinary Base: Four Courses**

Choose a Disciplinary Base in History, Political Science, Theology, Art, Art History, and Film, or Near Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at [www.bc.edu/ics](http://www.bc.edu/ics) for the list of approved courses.

**Departmental Foundation Courses: Two Courses**

- Political Science: POLI1041/1042 Fundamentals of Politics I and II
- Art, Art History, and Film: 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
- Near 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 and Politics in the Middle East  
 POLI/INTL2475 Kuwait: Politics and Oil in the Gulf  
 POLI2502 U.S.-Iran Relations since World War II  
 POLI3527 Terrorism and Political Violence  
 POLI2528 International Relations of The Middle East  
 POLI2615 Islam and Liberal Democracy  
 POLI2638 Islamic Political Philosophy  
 POLI7700 Muslims and 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 and 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 and Thought  
 THEO1225/ICSP2225 Exploring the Religious Worlds of Istanbul and Anatolia  
 THEO5351 Faith Elements in Conflict  
 THEO5352 Israelis and Palestinians  
 THEO5441 Ibn 'Arabi and The Islamic Humanities: Islamic Philosophy and Theology  
 THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith  
 THEO5554 Encountering the Qur'an: Contexts and Approaches  
 THEO5566 Mystical Poetry in the Islamic Humanities

**Art, Art History, and Film:**

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  
**Near Eastern Languages and Literatures:**  
 NELC1211/1212 Modern Hebrew I and II  
 NELC1251/THEO5582 Biblical Hebrew  
 NELC1431/1432 Turkish for Scholars I and II  
 SLAV2069 Literature of the Other Europe in Translation  
 SLAV2067 Gender and War in Eastern Europe  
 SLAV2066 Conversion, Islam, and Politics in the Balkans  
 NELC4121/4122 Advanced Arabic I and II  
 SLAV2071 War and Peace in Yugoslavia  
 SLAV2065/SOCY2280 Society/National Identity in the Balkans  
 SLAV2062 Exile and Literature  
 NELC2063 Near Eastern Civilizations  
 NELC2331 Advanced Readings in Persian Texts  
 LING3359 The Structure of Biblical Hebrew  
 NELC3162 Business Arabic  
 NELC4190 Advanced Tutorial Arabic

**Electives: Three Courses**

Majors choose three elective courses from an approved list found on our website at [www.bc.edu/ics](http://www.bc.edu/ics). Electives must be distributed among at least two other departments in addition to the disciplinary base.

**Senior Seminar and Research Project/Honors Thesis: Two Courses**

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

**Language Requirement: Four Courses**

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Egypt, Jordan, and at the School of Oriental and African Studies at the University of London (SOAS) during the regular academic year and in the summer. Our students have also studied during the summer months at Middlebury,



Harvard, and Columbia to accelerate their language skills, and several have won U.S. State Department Critical Language Scholarships and Flagship Fellowships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, B.U., Brandeis, and Tufts in particular, offer additional languages such as Persian, Turkish and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

### Minor Requirements

Students seeking to earn an Islamic Civilization and Societies minor must submit a proposed plan of study to the Associate Director, listing the courses that will be taken to fulfill the requirements. In general, proposed plans of study for the minor should be submitted no later than the second semester of the sophomore year. The Associate Director will review the proposed plan of study, in consultation with the student and Program Director, and if accepted, the Committee will grant approval for the student.

Fill out and e-mail 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*

Near 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 Near Eastern Languages and Literatures.

### Course Offerings

*Note:* Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **ICSP1199 Islamic Civilization (Fall: 3)**

**Cross listed with HIST2101 and THEO1174**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

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*

#### **ICSP1660 Middle East Music Ensemble (Fall/Spring: 0)**

**Cross listed with MUSP1660**

**Offered Biennially**

This course is an ensemble dedicated to learning how to play music from cultures of the Middle East: the Arab World, Iran, Turkey, as well as parts of Central Asia. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Permission of instructor required for enrollment.

*Nizar Ballout*

*Ann Lucas*

#### **ICSP2309 Music and Culture in the Middle East (Spring: 3)**

**Offered Annually**

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*

#### **ICSP2450 Kuwait: Intercultural Dialogue and Diplomacy**

**(Spring: 1)**

**Offered Annually**

**Course acceptance by approved application only. See web page:**

**<https://www.bc.edu/schools/cas/ics/kuwait.html>**

Students will travel to Kuwait to improve their understanding of Middle Eastern cultures through face-to-face dialogue, an essential tool for bridge-building between people who inhabit different social and cultural environments and realities. Planned activities and conversations will attempt to address the challenges faced by each side in dealing with issues of citizenship, religion in public life, pluralism, peace, poverty, protection of the natural environment, and security. Selection is by competitive application to travel to Kuwait (March 3–13) to engage with counterparts at Kuwait University and American University of Kuwait. Site visits include U.S. Embassy, Embassy of Bhutan, Kuwait Diplomatic Institute, Grand Mosque, Kuwait Investment Authority, Parliament, and cultural and historical sites. Participants are required to meet several times before departure and after returning from Kuwait to discuss assigned readings and to prepare for Kuwaiti students reciprocal visit.

*Kathleen Bailey*

#### **ICSP2615 Islam and Liberal Democracy (Fall: 3)**

**Cross listed with POLI2615**

**Offered Annually**

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

*David DiPasquale*

**ICSP2638 Islamic Political Philosophy (Spring: 3)**

Cross listed with POLI2638

Offered Periodically

**This course is restricted to sophomores, juniors, and seniors, only.**

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

Offered Periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia, and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas***ICSP4901 Readings and Research (Fall/Spring: 3)**

Offered Annually

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*David DiPasquale***ICSP4905 Advanced Independent Research I (Fall: 6)***Prerequisite:* With permission of the Instructor.

Offered Annually

**This course is for Scholars of the College only.**

The student will need to describe clear and concise work and objectives of that work as well as describe his/her preparation for that work. A deadline for completion and method of evaluation is required as well as periodic meetings with the instructor.

*David DiPasquale***ICSP4906 Advanced Independent Research II (Spring: 6)***Prerequisite:* Students must have taken ICSP4905 in the fall.

Offered Annually

**This course is for Scholars of the College only.**

The student will need to describe clear and concise work and objectives of that work as well as describe his/her preparation for that work. A deadline for completion and evaluation of is required as well as periodic meetings with the instructor.

*Kathleen Bailey***ICSP4941 ICS Senior Seminar (Fall: 3)***Prerequisites:* With permission of the Department. Seniors only.

Offered Annually

Seniors only

*Kathleen Bailey***ICSP4942 ICS Senior Seminar Continuation (Spring: 1)***Prerequisite:* ICSP4941.

Offered Annually

This is a 1-credit optional continuation of fall's ICS Senior Seminar (ICSP4941).

*Kathleen Bailey***ICSP4952 ICS Senior Thesis (Spring: 3)***Prerequisite:* With permission of the Department.

Offered Annually

*Jonathan Bloom***Mathematics****Faculty****Gerald G. Bilodeau**, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University**Paul R. Thie**, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame**Gerard E. Keough**, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University**Martin J. Bridgeman**, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University**Solomon Friedberg**, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago**Joshua E. Greene**, *Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University**Julia Elisenda Grigsby**, *Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley**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*; *Chairperson of the Department*; A.B., Brown University; Ph.D., Princeton University**Renato Mirollo**, *Professor*; B.A., Columbia College; Ph.D., Harvard University**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University**John A. Baldwin**, *Associate Professor*; A.B., Harvard University; Ph.D., Columbia University**Ian Biringer**, *Associate Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago**Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland**Dawei Chen**, *Associate Professor*; B.S., Peking University; Ph.D., Harvard University**C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley**Maksym Fedorchuk**, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University**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

## ARTS AND SCIENCES

**Dubi Kelmer**, *Associate Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

**David Treumann**, *Associate Professor*; B.S., University of Minnesota; Ph.D., Princeton University

**Qile Chen**, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University

**Brian Lehmann**, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

**Xin Jin**, *Assistant Professor*; B.S. Peking University, Ph.D. University of California at Berkeley

**Juliana V. Belding**, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland

**Marie Clote**, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII

**Ellen J. Goldstein**, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University

**Robert C. Reed**, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

**Jamison Wolf**, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

### Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

### 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
- 18 elective credits chosen from MATH courses numbered 4000 or higher

No more than 3 credits may be accumulated toward the major in courses granting fewer than 3 credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting 3 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
- 12 elective credits in mathematics numbered 4000 or above
- 12 credits in natural science, computer science, or economics courses (listed below).

No more than 3 credits may be accumulated toward the major in courses granting fewer than 3 credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting 3 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
- BIOL3190 Genetics and Genomics
- BIOL4200 Introduction to Bioinformatics
- CHEM1109 (1117)–1110 (1118) General (Modern) Chemistry I, II
- CHEM3351 Analytical Chemistry
- CHEM4475–4476 Physical Chemistry I, II
- CSC11101–1102 Computer Science I, II
- Any upper division course for majors in Computer Science
- ECON2228 Econometric Methods
- ECON2229 Forecasting Techniques
- ECON3308 Game Theory in Economics
- ECON3311 Mathematics for Economists
- EESC1132–1134 Exploring the Earth I, II
- EESC3391 Introduction to Geophysics
- EESC4424 Environmental Geophysics
- EESC4455 Exploration Seismology
- PHYS2100/2110–2101/2111 Introduction to Physics (Calculus I and II)
- Any upper division course for majors in Physics

##### **Additional Major Requirement (All Students)**

A grade point average of at least 1.67 in the MATH courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MATH1102 Calculus I (Mathematics/Science majors) and Calculus II (Mathematics/Science majors), (numbered MATH1105 in the fall and MATH1103 in the spring) to prepare for the major. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section MATH2203, and should

contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at [www.bc.edu/mathadvise](http://www.bc.edu/mathadvise).

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

#### Departmental Honors

Candidates for either the Bachelor of Arts or the Bachelor of Science who meet the following requirements will be awarded Departmental Honors in Mathematics:

- Completion of the mathematics requirements for the B.S. degree.
- A grade point average of at least 3.3 in all mathematics courses numbered 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:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- 12 elective credits, chosen from:
  - MATH2216 Introduction to Abstract Mathematics
  - MATH3310 Introduction to Abstract Algebra
  - MATH3311–3312 Algebra I, II
  - MATH3320 Introduction to Analysis
  - MATH3321–3322 Analysis I, II
  - MATH major courses numbered 4000 or higher

No more than 3 credits may be accumulated toward the minor in courses granting fewer than 3 credits.

#### Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs and the Assistant Chair for Graduate Programs.

#### Information for Study Abroad

Normally, Mathematics majors should have completed MATH2202/3, MATH2210/1, and MATH2216 before going abroad. For students abroad in the second semester of junior year only, you should also complete at least one of MATH3310/MATH3311 or MATH3320/MATH3321 before leaving.

Students usually may take **no more than two** mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required 3000-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

For course approval, contact the Assistant Chair for Undergraduate Programs.

#### Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

*Majors in Mathematics, Physics, Chemistry, Computer Science (B.S.), or Geological Sciences*

Enroll in your first semester of freshman year in one of the Calculus courses MATH1102 (Calculus I/Math and Science), MATH1105 (Calculus II-AP/Math and Science), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus, MATH1105 is usually the most appropriate choice. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section of MATH2202, and should contact the Assistant Chair for Undergraduate Programs.

*Majors in Biology, Computer Science (B.A.), or Environmental Geoscience; and all Premedical students*

Enroll in your first semester of freshman year in one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MATH1101 is usually the most appropriate choice. Particularly well-prepared students should 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



## ARTS AND SCIENCES

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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 (CON students)
- MATH1190 Fundamentals of Mathematics I (LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at [www.bc.edu/mathadvise](http://www.bc.edu/mathadvise).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**MATH1002 Functions and Differential Calculus (Fall/Spring: 3)**

**Offered Annually**

**Note:** This course does not satisfy the University Core Requirement in Mathematics. Department permission is required: see the Assistant Chair for Undergraduates.

This course is intended for students who are required to take Calculus I (either MATH1100 or MATH1102) but whose backgrounds necessitate additional preparation. Topics include the real line and coordinate plane; linear and quadratic functions; higher degree polynomials and rational functions; trigonometry, emphasizing the trigonometric functions; and exponential and logarithmic functions.

**MATH1003 Functions and Differential Calculus II (Spring: 3)**

**Offered Annually**

This course is a continuation of MATH1002.

**MATH1004 Finite Probability and Applications (Fall/Spring: 3)**

**Satisfies Mathematics Core Requirement**

**Offered Annually**

**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**

**Offered Annually**

**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)**

**Offered Annually**

**MATH1035 Intro to Probability and Statistics for OTE**

**(Fall/Summer: 3)**

**Offered Annually**

**MATH1036 Intro to Calculus for OTE (Fall: 3)**

**Offered Annually**

**MATH1100 Calculus I (Fall/Spring: 4)**

*Prerequisite:* Trigonometry.

*Corequisite:* MATH1121, MATH1122, etc., depending on which section of MATH1100 taken.

**Satisfies Mathematics Core Requirement**

**Offered Annually**

**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**

**Offered Annually**

**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**

**Offered Annually**

**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**

**Offered Annually**

**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)**

**Offered Annually**

**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 Geoscience, 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**

**Offered Annually**

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy, and other areas of application.

*The Department*

**MATH1190 Fundamentals of Mathematics I (Fall/Spring: 3)**

**Satisfies Mathematics Core Requirement**

**Offered Annually**

**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**

**Offered Annually**

**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**

**Offered Annually**

**This course is for students majoring in Chemistry, Computer Science/B.S., Environmental Geoscience, Geological Sciences, Mathematics, and Physics, as well as other students who have completed integral Calculus.**

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

**MATH2203 Multivariable Calculus (Honors) (Fall: 4)**

**Offered Annually**

**MATH2210 Linear Algebra (Fall/Spring: 3)**

**Offered Annually**

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.

**Offered Annually**

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)**

**Offered Annually**

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**

**Offered Biennially**

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

**MATH3310 Introduction to Abstract Algebra (Fall/Spring: 3)**

*Prerequisites:* MATH2210 and MATH2216.

**Offered Annually**

**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,

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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.

**Offered Annually**

**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.

**Offered Annually**

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.

**Offered Annually**

**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.

**Offered Annually**

**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.

**Offered Annually**

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)**

**Offered Annually**

### **MATH4410 Differential Equations (Fall/Spring: 3)**

*Prerequisites:* MATH2202 and MATH2210.

**Offered Annually**

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.

**Offered Annually**

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.

### **MATH4414 Numerical Analysis (Spring: 3)**

*Prerequisites:* MATH2202, MATH2210, and familiarity with using a computer.

**Offered Annually**

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, and approximation theory.

### **MATH4426 Probability (Fall/Spring: 3)**

*Prerequisites:* MATH2202, familiarity with using a computer.

**Offered Annually**

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:* MATH4426 and familiarity with using a computer.

**Offered Annually**

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.

**Offered Annually**

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.**Offered Annually**

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.

**MATH4440 Dynamical Systems (Spring: 3)***Prerequisites:* MATH2202 and MATH4410 or permission of the instructor.**Offered Annually**

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

**MATH4445 Combinatorics (Spring: 3)***Prerequisite:* MATH2216.*Corequisite:* MATH2210 (can also be taken concurrently).**Offered 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.**Offered Annually**

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)****Offered Annually**

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.

**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.**Offered Periodically**

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

**MATH4460 Complex Variables (Spring: 3)***Prerequisites:* MATH2202 and MATH2210.**Offered Annually**

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)****Offered Annually**

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.**Offered Periodically**

This course introduces students to methods of mathematical modeling. The emphasis is on ways to analytically represent and study today's complex modeling problems, with cases from the natural and social sciences. Topics include the model building process, mathematical models of systems, and modeling data to discover properties and hidden characteristics. The calculus of finite differences and solutions to classes of difference equations will serve as the core mathematical theory taught in this course. The dynamics of certain linear and non-linear models will be explored from various domains (e.g., population models, economic models, Markov models). The course will conclude with an introduction to mathematical graph theory and its application to modeling interacting and interdependent systems and networks.

*The Department***MATH4475 History of Mathematics (Fall: 3)***Prerequisites:* MATH3310 and MATH3320, one of which may be taken concurrently.**Offered 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 Mathematical Statistics and familiarity with using a computer to solve mathematics problems.

#### **Offered 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:* With permission of the Department.

#### **Offered Annually**

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)**

#### **Offered Annually**

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)**

#### **Offered Annually**

### **MATH5501 Advanced Independent Research II (Fall: 3)**

#### **Offered Annually**

## **Music**

### *Faculty*

**Thomas Oboe Lee**, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

**Michael Noone**, *Professor*; *Chairperson of the Department*; B.A., M.A., University of Sydney; Ph.D., University of Cambridge

**Ralf Yusuf Gawlick**, *Associate Professor*; B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.M.A., New England Conservatory

**Ann Lucas**, *Assistant Professor*; B.M., Kansas State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

**Daniel Callahan**, *Assistant Professor*; B.A., New York University; Ph.D., Columbia University

**Timothy R. Mangin**, *Assistant Professor*; B.A., Bowdoin College; Ph.D., Columbia University

**Jeremiah W. McGrann**, *Professor of the Practice*; B.A., Austin College; Ph.D., Harvard University

**Sandra Hebert**, *Assistant Professor of the Practice*; B.M., Boston University; M.M., Boston University; D.M.A., Boston University

**John Finney**, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

#### **Contacts**

- Administrative Assistant: Eliana Diaz, 617-552-8720, musicdep@bc.edu
- Website: [www.bc.edu/music](http://www.bc.edu/music)
- Director of Undergraduate Studies: Jeremiah W. McGrann, 617-552-0712, mcgrann@bc.edu

## **Undergraduate Program Description**

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MUSA1100, MUSA1200, MUSA1300) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MUSA1100 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition, and the Seminar in Composition. MUSA1200 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Modern Era), the historical development of various genres (Opera, Symphony, Keyboard Music, Dance), or the contributions of various individual composers (Monteverdi, Bach, Beethoven, Brahms). 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 popular traditions (such as Irish Folk Music in America, History of Jazz, Hip-Hop, the Beatles) and world music. In world music, MUSA1320 Introduction to Musics of the World, MUSA2306 Musics of Africa, MUSA2307 Musics of Asia, and MUSA2309 Music and Culture in the Middle East 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—1 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 3 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, MUSA3130 Orchestration
- *Historical Courses:* (9 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:* (6 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 Musics of the World\*

MUSA2304 Musics of India

MUSA2306 Musics of Africa\*

MUSA2307 Musics of Asia\*

MUSA2308 Music in the Medieval Islamic World

MUSA2309 Music and Culture in the Middle East\*

\*MUSA1320, MUSA2306, MUSA2307, and MUSA 2309 also satisfy the Core Cultural Diversity requirement

**Group II—Western tradition**

MUSA2320 Music and America

MUSA2330 History of Jazz

MUSA2334 Hip Hop in American Culture

MUSA2340 Introduction to Irish Folk Music

MUSA3350 The Beatles

- *Required Senior Seminar:* (one semester, 3 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 (history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.

- *Electives:* (6 credits)

The student will choose a minimum of two 3-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 juries at the end of each 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:* (2 credits)

All majors must pass the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MUSA1090 and MUSA2090 Ear-Training and Sight-Singing are 2-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 (3 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 will substitute an upper-level course as an elective.

- Two additional music theory courses (6 credits): MUSA2100 Harmony and MUSA3100 Chromatic Harmony.

- Three historical and cross-cultural electives (9 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 (Art, Art History, and Film, 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

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Director of the Undergraduate Program in Music, regarding appropriate upper-level courses. The department offers MUSA1320 Introduction to Musics of the World, MUSA2306 Musics of Africa, MUSA2307 Musics of Asia, and MUSA2309 Music and Culture in the Middle East 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 6 or 9 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 Art, Art History, and Film or Theatre are also possible instead of Music and are recommended for those who wish for a broader understanding of the Arts.

#### *Sophomore Year*

Harmony and Chromatic Harmony should be taken in sequence along with MUSA1090–2090 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Modern Era, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

#### *Junior Year*

Counterpoint and a choice of Jazz Harmony, Form and Analysis, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

#### *Senior Year*

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

### Recommended Course of Study: Minors

Students can add music as a minor as late as their junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony, and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little previous formal background in music.

### Music Academic

#### *Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **MUSA1080 Keyboard Skills (Fall/Spring: 0)**

##### **Offered Annually**

##### **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.

#### *The Department*

#### **MUSA1090 Ear Training/Sight-Singing Lab (Fall/Spring: 1)**

##### **Offered Annually**

##### **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 Fine Arts Core Requirement**

##### **Offered Annually**

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.

#### *Barbara Gawlick*

**MUSA1200 Introduction to Music (Fall/Spring: 3)**

Satisfies Fine Arts Core Requirement

Offered Annually

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music, but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

*Daniel M. Callahan***MUSA1300 History of Popular Music (Fall/Spring: 3)**

Satisfies Fine Arts Core Requirement

Offered Annually

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 Musics of the World (Fall/Spring: 3)**

Satisfies Cultural Diversity Core Requirement

Offered Annually

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.

*Douglass Dineen***MUSA2080 Keyboard Skills: Harmony (Fall/Spring: 0)**

Corequisite: MUSA2100.

Offered Annually

Keyboard Skills: Harmony is a corequisite for MUSA2100 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. Students must be enrolled in MUSA2100 to participate.

*Lindsay Albert***MUSA2085 Keyboard Skills: Chromatic Harmony (Fall/Spring: 0)**

Corequisite: MUSA3100.

Offered Annually

Keyboard Skills: Chromatic Harmony is a corequisite for 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. Students must be enrolled in MUSA3100 to participate.

*Leah Kosch***MUSA2090 Advanced Ear Training/Sight-Singing Lab**

(Fall/Spring: 1)

Offered Annually

For music majors.

A continuation of MUSA1090. See description for MUSA1090.

*Michael Burgo***MUSA2100 Harmony (Fall/Spring: 3)**

Offered Annually

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.

*Sandra Hebert***MUSA2130 Education Through Music (Spring: 3)**

Offered Periodically

This is a course in general education, especially appropriate for majors and minors in education and music. The objectives of this course are to equip prospective teachers with strategies and methods of teaching and integrating music within the PreK–12 curriculum and to develop basic music competencies and understanding to engage a student's artistic, emotional, cognitive, physical, and psychological faculties. These objectives will be addressed through a variety of experiences: assigned readings, writings and research projects on topics of music philosophy and aesthetics, theories of children's musical development/learning, teaching methodologies and materials, hands-on activities, and in-class teaching opportunities.

*Barbara Gawlick***MUSA2201 Medieval/Renaissance (Spring: 3)**

Offered Periodically

Historical Period

A study of the development of Western music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

*Michael Noone***MUSA2203 Music of the Baroque (Fall: 3)**

Offered Periodically

Historical period

This course includes music in the seventeenth and first half of the eighteenth centuries from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, and fugue.

*T. Frank Kennedy, S.J.*



**MUSA2207 Music of the Romantic Era (Spring: 3)****Offered Annually****Historical period.**

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

*Jeremiah W. McGrann***MUSA2209 Music of the Modern Era (Fall: 3)****Offered Annually****Historical period.**

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, and analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters, including: Debussy, Ravel, Stravinsky, and Schoenberg; nationalist composers like Bartok, Britten, and Copland; and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

*Daniel M. Callahan***MUSA2303 Afro-Brazilian Musical Worlds (Spring: 3)****Offered Periodically****There are no academic or music-skills prerequisites for this course.**

This course will take students on a deep dive into the rich worlds of Afro-Brazilian music and culture. Unpacking quintessentially Brazilian forms, such as samba and bossa nova, we will discover a complex (and sometimes uncomfortable) combination of African- and European/American-derived elements. Next, we will hone in on the music of Candomblé. In this Afro-Brazilian religious form, students will discover direct sonic and cultural connections to African practices and trace close links to other communities in the African diaspora. We will also focus on capoeira, a Brazilian art combining music, dance, and martial arts, and on the musics of carnival in Bahia—the source and center of Afro-Brazilian culture. Throughout the semester, we will consider music's roles in identity formation, in the making of national stories, and in social and cultural resistance to those narratives. Students will experience Afro-Brazilian music culture through listening, study, and embodied engagement (i.e., music making and moving to it).

*Douglass Dineen***MUSA2304 Musics of India (Spring: 3)****Offered Periodically****There are no academic or music-skills prerequisites for this course.**

This course will introduce students to the rich and varied musical arts of India. Students will delve into the ubiquitous songs of Bollywood and Tamil film, *kaṃṃāṭak* and *hindustānī* art musics, temple musics, as well as the music (and dance) of *bharatanatyam*, *bhangra*, and other regional genres. Lectures will focus on situating Indian musics in their cultural and historic contexts while exploring issues of identity formation, regional and transnational movements, and the changing meanings of music and the arts in India. Students will also study performance practices—including basic exercises for South Indian melody (*rāga*), rhythm (*tāla*), and dance—which will provide engaged (and embodied) learning supplements to the lectures.

*Douglass Dineen***MUSA2306 Musics of Africa (Spring: 3)****Cross listed with AADS2306****Satisfies Cultural Diversity Core Requirement****Offered Periodically****Cross-cultural course within the major/minor. The ability to read western European music notation is not required.**

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

*Sharon Kivenko***MUSA2309 Music and Culture in the Middle East (Fall: 3)****Cross listed with ICSP2309****Satisfies Cultural Diversity Core Requirement****Offered Annually****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***MUSA2330 History of Jazz (Fall: 3)****Offered Biennially****Cross-cultural course within the major/minor.**

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots; its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age; its transformation into bebop, cool, third stream, funk, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

*Donald James***MUSA2334 Hip Hop in American Culture (Spring: 3)****Cross listed with AADS2334****Offered Periodically**

This course is an historical and ethnomusicological review of hip hop. We will examine the roots of hip hop in African expressive culture, the emergence of the hip hop genre in the United States, and hip hop's impact in other places around the globe. The course requires active listening, readings, and use of multimedia.

*Timothy Mangin***MUSA3100 Chromatic Harmony (Fall/Spring: 3)****Prerequisite:** MUSA2100.**Corequisite:** MUSA2085.**Offered Annually****Theory course.****It is recommended that music majors take MUSA1090 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*

**MUSA3110 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)**

*Prerequisite:* MUSA3100.

**Offered Periodically**

**Theory Course**

The focus of this course is in two parts. In part one, we will look at large forms in the Romantic music repertoire. We will study Robert Schumann's song cycle *Dichterliebe*, and Frederic Chopin's "Preludes, opus 28." In part two, we will study the techniques and methods behind some of the music of the twentieth century. For instance, the music of Arnold Schoenberg, Anton Webern, Milton Babbitt, Steve Reich, and others.

*Thomas Oboe Lee*

**MUSA3114 Jazz Harmony, Improvisation, and Arranging (Fall: 3)**

*Prerequisite:* MUSA3100.

**Offered Annually**

**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 repertoire. 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.

**Offered Annually**

**Theory course**

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale music software, created by Coda Music Technology, Mac or PC version, is required for this course.

*Thomas Oboe Lee*

**MUSA3224 Dance to the Music: Choreomusicality from the Baroque Court to YouTube (Spring: 3)**

**Offered Periodically**

This course will explore the changing relationships between music and dance on street, stage, and screen from the seventeenth century up to the present. We will consider a range of interrelated topics such as music and dance as text (score, orchesography, choreography) versus as

performance and/or improvisation, the performance of power and of identity (race, gender, sexuality, class), spectacle and the gaze, audiovisual synchronicity, film, modernism and the avant-garde, and popular culture. Case studies will be drawn from Baroque dance, ballet, tap, modern dance, hip-hop, and the contemporary music video. Students will share weekly responses with their peers, write a paper on a live performance they attend together, and complete a final research paper and presentation.

*Daniel M. Callahan*

**MUSA3270 Beethoven (Spring: 3)**

**Offered Annually**

**Composer course**

An introduction to Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

*Jeremiah W. McGrann*

**MUSA3342 Music and Ecstasy (Fall: 3)**

**Offered Annually**

**Cross-cultural course**

This course examines the many different contexts where music is used to attain an altered state of consciousness. Throughout the world, music is actively used to drastically alter the emotions, perceptions and actions of listeners in order to transport them into another state of being. This class deals with music's relationship with specific practices of mysticism, shamanism, and magic; it also explores the specific musical structures associated with altered states of consciousness and analyzes general questions of music versus other factors in achieving an altered state of consciousness.

*Ann Lucas*

**MUSA3350 The Beatles: From "Yesterday" to "Tomorrow Never Knows" (Spring: 3)**

**Offered Periodically**

**Restricted to Music majors and minors only.**

Everyone loves the Beatles. In this class, we explore why that is the case. We will chart the rapidly changing idiom of popular music in the 1960s and outline its interaction with various social, political, and cultural movements, such as "Beatlemania" and psychedelia. The primary source material for this class is the established canon of Beatles songs, albums, and films, which we will supplement with secondary articles, reviews and interviews. This course will challenge you to listen critically to, and think deeply about, one of the most influential bands in the twentieth century.

*Alexander Ludwig*

**MUSA4600 Senior Recital Preparation (Spring: 3)**

**Offered Annually**

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)**

**Offered Annually**

*Ralf Gawlick*

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### MUSA4941 Senior Seminar (Fall: 4)

#### Offered Annually

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)

#### Offered Annually

*The Department*

### Music Performance

#### Course Offerings

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

### MUSP1615 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)

*Prerequisite:* MUSP1600.

#### Offered Annually

#### Performance course.

For students who have taken a full semester of Beginner Irish Fiddle (MUSP1600) or have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

*Sheila Falls-Keohane*

### MUSP1620 Traditional Irish Dance (Fall/Spring: 0)

#### Offered Annually

This course will introduce students to the traditional dances of Ireland, including solo step dance footwork and group set and céilí dances. The class will include warm-ups, technique, and choreography, as well as occasional short readings, video viewings, and music listening exercises. Students will gain an understanding of Irish traditional musical rhythms, while physically embodying their intrinsic connection to the dance patterns. An uplifting and invigorating class. All levels welcome.

*Kieran Jordan*

### MUSP1660 Middle East Music Ensemble (Fall/Spring: 0)

Cross listed with ICSP1660

#### Offered Biennially

This course is an ensemble dedicated to learning how to play music from cultures of the Middle East: the Arab World, Iran, Turkey, as well as parts of Central Asia. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Permission of instructor required for enrollment.

*Nizar Ballout*

### MUSP1750 Popular Styles Ensemble (Fall/Spring: 0)

#### Offered Annually

#### Performance Course.

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

*Erik Kniffin*

### MUSP1760 Introduction to Improvisation (Fall/Spring: 1)

#### Offered Annually

#### Performance course.

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues, and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

*Erik Kniffin*

### MUSP1766 Intermediate Improvisation (Fall/Spring: 1)

*Prerequisite:* With permission of the Instructor.

#### Offered Annually

#### Performance course

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues, and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

*Erik Kniffin*

### MUSP1770 Gospel Workshop (Fall/Spring: 0)

Cross listed with AADS2290

#### Offered Annually

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

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MUSA2331 (AADS2266) and MUSA2332 (AADS2285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Chauncey McGlathery*

### MUSP1800 Symphonic Band (Fall/Spring: 0)

#### Offered Annually

#### Performance course.

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.

*The Department*

### MUSP1840 The Boston College Flute Ensemble (Fall/Spring: 0)

#### Offered Annually

#### Performance Course.

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

*Judy Grant*

**MUSP1900 Individual Vocal/Instrumental Instruction**  
(Fall/Spring: 0)  
Offered Annually

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)  
Offered Annually

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)  
Offered Annually

Performance Course. Fee required.

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert*

**MUSP1925 Individual Instrumental/Vocal Instruction**  
(Fall/Spring: 1)  
Offered Annually

Performance Course. Fee required.

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. A maximum of 3 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.

Offered Annually

Performance course.

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MUSP1615) and who the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing, and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Violin rentals are possible. A small portable recorder is required.

*Sheila Falls-Keohane*

**MUSP2710 Advanced Improvisation (Fall/Spring: 1)**

*Prerequisite:* With permission of the Instructor.

Offered Annually

Performance course

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

*Erik Kniffin*

**MUSP2720 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)**

Offered Annually

Performance course. Audition required.

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion, and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's and appeals to a wide range of musical tastes.

*The Department*

**MUSP2750 Musical Theater Performance (Fall/Spring: 0)**

Cross listed with THTR2214

Offered Annually

Performance Course.

*Sandra Hebert*

**MUSP2800 University Wind Ensemble (Fall/Spring: 0)**

Offered Annually

Performance Course. Audition required

The University Wind Ensemble is a select ensemble of 46 woodwind, brass, and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.

*The Department*

**MUSP2820 Chamber Music Ensembles (Fall/Spring: 0)**

Offered Annually

Performance course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

*Lindsay Albert*

**MUSP2840 The Boston College Symphony Orchestra**

(Fall/Spring: 0)

*Prerequisite:* Audition required.

Offered Annually

Performance course.

The orchestra gives three full concerts each year plus the annual Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99*, Tchaikovsky's *Symphony No. 5*, and Copland's *Appalachian Spring*. The orchestra sponsors the annual Concerto/Aria Competition. Membership is by audition only.

*John Finney*

**MUSP2850 Boston College Opera Workshop (Fall/Spring: 0)**

Cross listed with THTR2215

Offered Annually

Performance Course. OpShop presents performances in both Gasson Hall and as a part of the Arts Festival.

Opera Workshop is open by audition to all Boston College students seeking vocal and stage experience in opera, operetta, and



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musical theater repertoire. Students have the opportunity to experience lead, supporting, and ensemble roles and occasionally will also present solo arias.

*Sandra Hebert*

**MUSP2852 Art Song Performance (Fall/Spring: 0)**

**Offered Annually**

**Performance Course.**

*Lindsay Albert*

### Philosophy

#### Faculty

**Richard Cobb-Stevens**, *Professor Emeritus*; Ph.D., University of Paris

**Jacques M. Taminiaux**, *Professor Emeritus*; Doctor Juris, Ph.D.,  
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**James Bernauer, S.J.**, *Kraft Family Professor*; A.B., Fordham  
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**Jorge Garcia**, *Professor*; B.A., Fordham University; Ph.D., Yale  
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**David M. Rasmussen**, *Research Professor*; A.B., University of  
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**John Sallis**, *Frederick J. Adelman, S.J., Professor*; B.A., University of  
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**Eileen C. Sweeney**, *Professor*; B.A., University of Dallas; M.A., Ph.D.,  
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**Jeffrey Bloechl**, *Associate Professor*; B.A., M.A., Catholic University of  
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Theology

**Micah E. Lott**, *Associate Professor*; M.A., Fuller Theological Seminary;  
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**Vanessa P. Rumble**, *Associate Professor*; B.A., Mercer University;  
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**Jean-Luc Solère**, *Associate Professor*; M.A., University of Paris-  
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**Richard Kenneth Atkins**, *Assistant Professor*; B.A., Wheaton College  
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**David Johnson**, *Assistant Professor*; B.A., Emory University; Ph.D.,  
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**Brian J. Braman**, *Professor of the Practice; Director, Perspectives  
Program*; B.S., Central Michigan University; St.B., Gregorian  
University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**David McMenamin**, *Associate Professor of the Practice*; B.A., Fordham  
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**David E. Storey**, *Assistant Professor of the Practice*; B.A., Boston  
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**Mary Troxell**, *Assistant Professor of the Practice*; B.A., Amherst  
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**Holly Vande Wall**, *Assistant Professor of the Practice*; B.A., Macalester  
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**Laura L. Garcia**, *Resident Scholar*; B.A., Westmont College; Ph.D.,  
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#### Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about humanity and our world.

Both as a Core requirement and as a major, philosophy is foundational in helping us appropriate our intellectual and spiritual heritage and develop self-understanding anew. Pierre Hadot reminds us, in *Philosophy as a Way of Life*, that philosophy was originally understood as a spiritual exercise. It had as its goal the transformation of the whole of one's life, intellectually, morally, and spiritually.

Philosophy has been central to the educational mission of Boston College since its founding. The prominence of philosophy in the curriculum reflects the Jesuit heritage of this university. From the beginning, Jesuit colleges placed heavy emphasis on the values of authentic Christian humanism, chief among which was respect for the power of human intelligence and the depth of human experience to seek the truth, and the mutual compatibility of faith and reason.

The study of philosophy remains among the most relevant and urgent of pursuits. Each human being desires answers to life's perennial questions—questions regarding the ultimate meaning of life, such as knowledge, truth, rationality, language, being, transcendence, God, faith, beauty, good, justice, humanity, friendship, love, sexuality, identity, power,

and authenticity. Reflection on such questions remains the core of the study of philosophy. Answers to these questions proposed by philosophers of the past remain with us today, not only inscribed in books, but also embedded in the practices and institutions of our contemporary society. The mission of the Philosophy Department at Boston College is to provide an encouraging and supportive environment for the exploration of these questions, and for the critical examination of the pluralism of philosophical traditions that continue to inform our personal and corporate lives.

The Philosophy Department offers a broad spectrum of courses with a special focus on the history of philosophy, continental philosophy, and fundamental and contemporary problems in “practical philosophy.” Students who major in philosophy are asked to follow one of several different “tracks” in philosophy to guide and orient their study. These tracks are found on the departmental website and are regularly updated.

The department offers qualified students the opportunity to participate in the departmental honors program. The honors program is by invitation only to students invited in their junior year. These students as seniors participate in a fall senior honors seminar and through the course of the entire senior year do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can be found in the Morrissey College of Arts and Sciences section.

A philosophy major prepares students for work in a variety of professional and academic fields, such as law, business, or medicine. Students with particular ability and who wish to be prepared for graduate study in Philosophy ought to pursue the systematic track in philosophy and consult with an advisor early in the course of their major.

#### Major Requirements

The Philosophy major consists of a total of 30 credits: 6 credits of Philosophy Core (two 3-credit courses), followed by 24 credits of philosophy electives (eight 3-credit courses). Students beginning with the class of 2018 are **required** to choose one of the departmental tracks in order to focus the major around a specific area of study. Please note that after track requirements are completed, a student may take any electives of his or her choice in order to complete the major. (That is, students are not limited to taking courses only within the chosen track.) Specific requirements for each track are located on the departmental website.

Students may also take up to two cognate courses from other departments toward the major. These courses should be philosophical in content and/or substantially contribute to the enhancement of the student’s chosen major track and area of study. This course must be approved by the Director of Undergraduate Studies.

The two Philosophy Core courses must be drawn from one of the following five options:

- PHIL1070–1071 Philosophy of the Person (Fall/Spring: 6 credits)
- PHIL1088–1089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits) PULSE is primarily open to sophomores.
- PHIL1090–1091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring: 6 credits). This Perspectives course is primarily open to freshmen with one sophomore section offered annually.
- HONR1101–HONR1103 Western Cultural Tradition I–III (Honors Program) (Fall/Spring: 6 credits)
- PHIL1703–1704 Inquiring about Humans and Nature I and II (Fall/Spring: 6 credits)

- PHIL2281–2282 Philosophy of Human Existence (Fall/Spring: 6 credits; offered intermittently)  
Students who participate in the Core Renewal courses will also be able to use these Core courses toward a philosophy major.

The Philosophy major serves students with different interests and career paths through **different concentrations or tracks** which have been designed to both give focus and direction to the Philosophy major while preserving the flexibility of the major:

1. **Systematic Philosophy** (designed for those who are considering graduate school in Philosophy)
2. **Science, Ethics, and Humanity** (intended especially for pre-meds, nursing students, biology, chemistry, physics, and psychology majors, environmental studies minors, students interested in public health, etc.)
3. **Pre-law/International Studies/Public Policy** (intended especially for those majoring or minoring in international studies, political science, and/or students interested in careers in law, public service, politics)
4. **Philosophy/Economics/Justice** (intended especially for students also studying economics, finance, and management)
5. **Philosophy and Religion** (intended for students with second majors or minors in theology and/or those interested in exploring a vocation in the priesthood/ministry)
6. **Faith, Peace, Justice** (intended for students in the Faith, Peace, and Justice minor who are also philosophy majors)
7. **Philosophy and the Arts** (intended especially for students involved in the arts or the study of literature)
8. **Perspectives Interdisciplinary Program** (for students who complete the four, full year-long, 6 credit courses in the Perspectives Program)

#### Philosophy Minor

The Philosophy minor consists of a total of 18 credits: 6 credits of Philosophy Core courses (two 3-credit courses) followed by 12 credits of philosophy electives (four 3-credit courses). Each student will design his or her own minor in consultation with a faculty advisor. Students may design their minor around one of areas in the major track or they may pursue another interest. Minors are encouraged to consult with faculty or the Director of Undergraduate Studies in shaping a coherent minor.

#### Core Requirement in Philosophy

The Core requirement for philosophy is 6 credits. The department offers students four basic options for fulfilling the University’s two-semester Core requirement in philosophy: Perspectives on Western Culture, PULSE, and Philosophy of the Person. Perspectives on Western Culture is primarily open to freshmen, PULSE to sophomores, Philosophy of the Person, and Inquiring about Humans and Nature (Perspectives and PULSE also fulfill the Theology Core requirement.)

The Philosophy Department offers Core courses in Philosophy, as a two semester sequence: two interdisciplinary options which as six course blocks each of two consecutive semesters fulfilling Philosophy and Theology core: Perspectives on Western Culture I and II, and Person and Social Responsibility I and II, and a two semester, 3 credit per semester Philosophy only Core, Philosophy of the Person I and II. Philosophy and literature and fine arts Core can be fulfilled by taking Perspectives II: Modernism and the Arts, Philosophy and the social sciences Core, by taking Perspectives III: Horizons of the Social Sciences, Philosophy and science and mathematics Core, by taking Perspectives IV: New Scientific Visions.

### Perspectives Program I–IV (Open to Both Honors and Non-Honors Students)

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for 12 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 any time 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 two-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 two-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 two-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 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.

### **The PULSE Program for Service Learning**

With its mission to educate Boston College students about social injustice, the PULSE Program for Service Learning educates more than 500 undergraduates each year through the integration of community-based social service and social advocacy fieldwork with the study of theology and philosophy. The PULSE Program offers its signature Core course, “Person and Social Responsibility,” in addition to a few elective courses. For a full description of the program, please visit the PULSE website at [www.bc.edu/pulse](http://www.bc.edu/pulse).

### **The Honors Program in Philosophy**

#### *Admission to the Philosophy Honors Programs*

Students will be nominated for membership in the Honors Programs in fall of the junior year. Ordinarily, students in the top 15% of Philosophy GPA's will be nominated. In addition, members of the Philosophy faculty may nominate students whom they deem to be especially worthy. Invitations to the Perspectives Honors track will be extended by the Director of the Perspectives Program and to the History of Philosophy Honors track by the Director of Undergraduate Studies, both in consultation with the Philosophy Department's Undergraduate Program Committee. The two honors programs are as follows:

#### **Honors Program**

Honors students will participate in the Senior Philosophy Honors seminar in the fall semester of senior year, and register for a Philosophy Honors Thesis course with an advisor in the spring semester. Students will be expected to complete a thesis of approximately 50–75 pages by the end of the senior year. Seminar meetings and social events also provide intellectual community for honors program participants.

#### **Perspectives Honors Program**

Students in the Perspectives Honors major track are drawn from Perspectives majors who complete all four of the two-semester Perspectives courses:

- Perspectives I Perspectives on Western Culture
- Perspectives II Modernism and the Arts
- Perspectives III Horizons of the Social Sciences
- Perspectives IV New Scientific Visions

In addition, Perspectives Honors students will participate in the Senior Perspectives Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with an advisor in the spring semester of the senior year. Such a senior thesis will ordinarily consist of original research in the field, in close work with a faculty advisor, culminating in the production of a 50–70 page senior thesis.

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

Undergraduate Philosophy majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

**Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**PHIL1070 Philosophy of the Person I (Fall/Spring: 3)**

Satisfies Philosophy Core Requirement

Offered Annually

Two-semester, 6-credit course

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and the problems of social justice.

*The Department*

**PHIL1071 Philosophy of the Person II (Spring: 3)**

*Prerequisite:* PHIL1070.

Satisfies Philosophy Core Requirement

Offered Annually

Two-semester, 6-credit course: Students must have successfully completed PHIL1070 before taking PHIL1071.

See description under PHIL1070.

*The Department*

**PHIL1086 Ethical Identities and Personhood (Summer: 3)**

Offered Annually

This course explores contemporary approaches to personhood, including philosophical, theological, and scientific contributions to concepts such as uniqueness and particularity, subjectivity and desire, relationality and communion; freedom and ethical responsibility. In the second half of this course, we address the implications of our investigations to specific contemporary issues, including the influence of technology (e.g., social media, artificial intelligence), market economies, and consumerism on our self-understanding as persons and ethical beings. Throughout this course, we will continually return to two fundamental questions: (1) Who am I? and (2) Who should I become? Our readings and class discussion will assist in formulating answers to these fundamental questions, helping to uncover some of the hidden assumptions guiding our understanding of ourselves. No special background in philosophy will be assumed for this introductory course.

*Brian Becker*

**PHIL1088 Person and Social Responsibility I (Fall: 3)**

*Corequisite:* THEO1088.

Cross listed with THEO1088

Satisfies Philosophy and Theology Core Requirements

Offered Annually

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

Offered Annually

Enrollment limited to freshmen, sophomores, and juniors

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

Offered Annually

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 Theology and Philosophy Core Requirements

Offered Annually

Freshmen only

See description under PHIL1090.

*The Department*

**PHIL1252 Practical Logic (Summer: 3)**

Offered Annually

A course not in the “new logic” (symbolic, or mathematical, logic) but in the “old logic” (ordinary language logic) invented by Aristotle and used for 2300 years in all the humanities. Includes such topics as definition, contradiction, syllogisms, implied premises, induction, and analogy. The course includes the commonsensical philosophical bases for this logic and also many practical applications to reading, interpreting, evaluating, and inventing arguments, especially in dialogues. Weekly quizzes, extra credit opportunities, and a take-home final exam. Texts: (1) *Socratic Logic*, (2) *The Best Things in Life*, (3) *Summa Philosophica* (all 3 titles by Peter Kreeft).

*The Department*

**PHIL1160 The Challenge of Justice (Fall/Spring: 3)**

Cross listed with THEO2160

Offered Annually

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



## ARTS AND SCIENCES

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*

**PHIL1510 Introduction to Ethics (Summer: 3)**

**Offered Annually**

What does it mean to be good, virtuous, or just? To what extent are we responsible or not responsible for our actions? How have our ethical values been established by society in the past? On what basis should our ethical values be established in the future? What are reasonable moral expectations we can have of other people? These are a few of the issues that will be discussed as students are introduced to some of the main schools of ethical thought in the Western philosophical tradition. We will examine works by Plato, Aristotle, Augustine, Kant, Nietzsche, Rawls, and Martin Luther King, Jr. We will also use a few works of literature to reflect further on ethical ideas raised in the course.

*Deborah DeChiara-Quenzer*

**PHIL1707 Seeking Justice/Taking Power: The Philosophy of Radical Social Change (Fall: 3)**

*Corequisite:* POLI1026.

**Satisfies Philosophy Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course examines the philosophical justifications of social change in a wide variety sources. We will consider the nature of these political philosophies as critique of unjust societies, accounts of just political orders, arguments for change (including the appropriate methods of change), and as actually helping to bring about social change. This course will address a series of questions: What justifies rebellion and civil disobedience? What are the arguments for and against the use of violence? When and how do revolutionary/social change movements contradict their principles and how does that impact their success? Finally, we will consider how philosophies advocating radical social change might spark further revolutionary upheavals in the twenty-first century.

*Eileen Sweeney*

**PHIL1708 Seeking Justice/Taking Power II: The Philosophy of Radical Social Change (Spring: 3)**

**Satisfies Philosophy Core Requirement**

**Offered Periodically**

Second part of PHIL1707.

*Eileen Sweeney*

**PHIL1709 The Art of Creativity: Crisis and Transformation (Spring: 3)**

*Corequisite:* ARTS1701.

**Satisfies Philosophy Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

The course begins with three stories of creation in the biblical account of Genesis, Greek myths of art-making and the classic philosophies of imagination in Aristotle and Plato. It then explores the modern paradigm of the productive imagination in Kant and existentialism—engaging key questions of humanism and theism, authenticity and sincerity, anxiety and authority. The course concludes with the philosophical and ethical challenges posed by the electronic and digital

revolutions of the third millennium, asking: What is the human imagination in our postmodern culture of social media and virtual simulation? How do we move from crisis to transformation?

*Richard Kearney*

**PHIL2215 Telling Truths III: The Narratives that Shape Our Lives (Fall/Spring: 3)**

**Offered Periodically**

As we encounter injustice, conflicting visions of “the good,” and different moral scales of behavior, rights and responsibilities, it is essential that we become aware of our own foundational narratives. What “wisdom stories” shape the way you think about yourself in relation to others? What narratives do you carry into encounters with conditions, attitudes and beliefs that are different from yours? In this course, students will have a rare opportunity to bring their weekly experience of service into a time of reflection, and into relation to some of the core narratives of the great spiritual traditions. We will read modern mystics, parables, and creative theologians, including: Anne Lamott, Etty Hillesum, Kendrick Lamar, and Parker Palmer. The conversation will continue as we write in and read from our journals, sharing stories and questions. Several short writing assignments will occur through the course of the term; a final, longer piece of substantive “spiritual reflection” will give students the chance to synthesize the fruits of observation, reading and reflection. The aim of the course is to expand students’ familiarity with the great narratives of grace and forgiveness, suffering and hope, as they engage in service, and to provide a setting in which they can become intentional about adopting narratives that will shape their lives.

*Kathleen Hirsch*

**PHIL2216 Boston: An Urban Analysis (Spring: 3)**

**Offered Annually**

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*

**PHIL2217 Telling Truths IV: Justice and the Illuminations of Literature (Fall/Spring: 3)**

**Offered Periodically**

It is said that fiction can tell the truth more ably than non-fiction, and that poetry can speak where rhetoric has no tongue. This course will open the vast treasury of literature to explore the depiction of character caught in the maze of moral struggles we all face as we take up our paths. Themes of faithfulness and betrayal, desire and sacrifice, will and grace, are among those we will consider. We will read works of fiction (Flannery O’Connor, Andre Dubus and others), poetry (Kendrick Lamar, Martin Espada, Audre Lourde), and view several contemporary films. At least one class will be a field trip to a museum. Students will try their own stories and poems based on material they have gathered from their service placement work.

*Kathleen Hirsch*

**PHIL2233 Values in Social Services and Health Care (Fall: 3)**

**Offered Annually**

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*

**PHIL2264 Logic (Fall/Spring: 3)**

**Offered Annually**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department*

**PHIL2265 Foundations of Bioethics (Summer: 3)**

**Offered Periodically**

The course is a multilayered approach to bioethics, from the philosophical underpinnings to the application of theory to central challenges in bioethics and, beyond, to law and policy. The course will combine readings from original texts, theoretical critiques, legal and policy approaches to subject matter areas, and examination of other critical forces such as social science and religion, that have shaped contemporary bioethics. The courses will combine lecture and discussion formats with a strong emphasis on student participation.

*Timothy Furlan*

**PHIL2286 Philosophy of Peace and Hospitality (Summer: 3)**

**Cross listed with INTL2286 and THEO2286**

**Offered Annually**

This course will introduce students to the dynamics of conflict and the challenges involved in bringing about reconciliation among groups divided by distrust and enmity. By drawing on recent thinkers and artists who have reflected on the encounter between self and other and upon the risks and challenges involved in opening oneself to the stranger, the course will propose a hermeneutics of hospitality as a means to overcome prejudice based violence and bring about reconciliation among divided groups. The central feature of this hermeneutic will be the art of exchanging narratives—between religions, ethnicities, cultures, and persons. Various approaches will be examined—including artistic expression, organized dialogue, and community building efforts—in order to better understand the way in which the exchange of narratives plays a vital role in reconciliation. Students will also learn to notice the way similar conflict dynamics are present in their own social and political circumstances. They will become better equipped to examine tendencies to exclusion and violence in their own lives, to develop hospitable practices and attitudes that lead to peace, and to engage in effective peacemaking activities back home. This examination takes place in one of Europe's oldest conflict zones (Croatia and surrounding countries), at the crossroads between the political and religious systems of the east and west (Islam and Christianity, Ottoman and European Monarchies, Communism and Capitalism).

*Richard Kearney*

**PHIL2287 The Meaning of Work and Leisure (Summer: 3)**

**Offered Annually**

We spend much of our lives working or preparing ourselves to work. We spend much of the rest of our time pursuing leisure. But what are our goals in doing so? How important is it for our work to be meaningful? Is leisure simply the absence of work, or something more? And what role do each of these play in a fulfilling life? From Aristotle

to Adam Smith, from Rousseau to Max Weber, this course will study various accounts of what work and leisure have been, and what their ideal forms might be. The course will conclude by considering the coming age of technologically automated physical and mental labor, and its impact on the future of work and leisure.

*Jon Burmeister*

**PHIL2291 Philosophy and Theology of Community I (Fall: 3)**

*Prerequisite:* Limited to Members of the PULSE Council.

**Cross listed with THEO2291**

**Offered Biennially**

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

*Meghan T. Sweeney*

**PHIL2292 Philosophy and Theology of Community II (Spring: 3)**

*Prerequisite:* Limited to Members of the PULSE Council.

**Cross listed with THEO2292**

**Offered Biennially**

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the nature of community, particularly in the American context; the historical, cultural, political and religious forces that have shaped American community and the American understanding of community.

*Meghan T. Sweeney*

**PHIL2295 Society and Culture I (Fall: 3)**

**Offered Annually**

**Limited to students who have completed PHIL1088/PHIL1089.**

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*

**PHIL2298 Community and Culture II (Spring: 3)**

**Offered Annually**

This course is a continuation of the themes developed in Community and Culture I, though participation in the Fall semester is not a requirement for participation in Spring. With an eye toward understanding the connection between culture and community, we will examine various understandings of the nature of community in general, the relationship of culture to its communities, and the nature of life lived in the context of community. Particular focus will be given to the American experience of community. Areas considered

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will include the historical, political, economic, literary and religious, all with the purpose of understanding the cultural; the goal will be to identify the difficulties of reconciling individual and community life.

*David McMenamin*

### PHIL3332 Political Thought of the Greeks (Fall: 3)

*Prerequisite:* Must have fulfilled Philosophy Core.

**Offered Periodically**

Are there such things as common goods? Are there natural rights? What makes governments legitimate? What makes some forms of government better than others? What is the relationship between politics and morality? This course will consider these and similar questions in the light of Plato's *Republic*, Aristotle's *Politics*, and other texts from classical Greece.

*Arthur Madigan*

### PHIL3343 Introduction to Black Philosophy (Spring: 3)

**Offered Periodically**

**Satisfies Cultural Diversity Core requirement.**

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. Du Bois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.

*Jorge Garcia*

### PHIL3500 Christian Faith and Greek Philosophy (Spring: 3)

*Prerequisite:* Must have completed Philosophy Core.

**Offered Periodically**

This course will study the interactions between Christianity and philosophy from the first to the fifth century A.D. On the Greco-Roman side we will study the Stoics, Celsus, Plotinus, Porphyry, and Proclus. On the Christian side we will study Justin Martyr, Tertullian, Clement of Alexandria, Origen, and Augustine of Hippo.

*Arthur Madigan*

### PHIL4001 Feminisms and Philosophies of Difference (Fall: 3)

**Offered Periodically**

What does it mean to call oneself (or someone else) a 'feminist'? In attempting an answer to this question, we will consider efforts to reveal, unravel, and remedy the conceptual, psychological, and economic dimensions of the oppression of women. We will discuss a variety of feminisms—liberal, existential, radical—and their differing approaches to such feminist issues as marriage and domestic violence, reproduction and pregnancy, work and sexual harassment, and the science of gender and gender difference. We will examine the relationship of sexism to racism, heterosexism, and class exploitation, and investigate the role of the concept of difference in creating and maintaining structural inequalities.

*Cherie McGill*

### PHIL4002 Love and Wisdom and Love of God (Spring: 3)

*Prerequisite:* Philosophy and/or Theology Core.

**Offered Periodically**

This course studies the relationship between philosophy and spirituality as it emerged in western European monasticism, and is modified by developments in modern and contemporary thought. We will read some texts on early monastic practices, Bonaventure's *Journey of the Mind to God*, and passages by Ignatius, Pascal, Edith Stein and Simone Weil. This course will include one week in a monastery, immersed in the hours of prayer and study. There will be a program fee.

*Jeffrey Bloechl*

### PHIL4100 The Problem of Suffering (Fall: 3)

**Offered Periodically**

This course will examine the experience of suffering and its resistance to interpretation. We will begin with a reading of the book of Job, in order to generate some guiding questions. We will move next to clinical experience of physical and mental suffering, and then explore the consequences for the sufferer's relation to self, world and others. The final portion of the course will examine philosophical and religious practices meant to give meaning to suffering.

*Jeffrey Bloechl*

### PHIL4380 True Fiction: From Philosophy to Literature

(Fall/Spring: 3)

**Cross listed with ENGL4380**

**Offered Periodically**

Beginning with Plato's allegory of the cave, this course will examine the question of truth and the way it has been addressed in several key texts, at several key moments, in the history of philosophy and of literature. What is the relation between the philosophical concept of truth and the literary modes of fiction in which that concept is often articulated? Readings will include Plato, Descartes, Kant, Kleist, Kierkegaard, Nietzsche, Kafka and Heidegger, among others.

*Kevin Newmark*

### PHIL4403 Does God Exist? (Fall: 3)

**Offered Biennially**

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

*Ronald K. Tacelli, S.J.*

### PHIL4405 Greek Philosophy (Fall: 3)

*Prerequisites:* Philosophy of the Person I and II or Perspectives I and II.

**Offered Annually**

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, Epicetetus, 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; and the question of the criterion of ethics.

*Gary Gurtler, S.J.*

### PHIL4406 History of Modern Philosophy (Fall: 3)

**Offered Annually**

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.

*Jean-Luc Solere*

**PHIL4407 Medieval Philosophy (Spring: 3)***Prerequisite:* Ancient Philosophy.**Offered Annually**

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.

*Jean-Luc Solere*

**PHIL4408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)***Prerequisite:* Some background in Kant, although not mandatory, is strongly recommended.**Offered Annually**

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, Neo-Kantianism, and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

*Peter J. Kreeft***PHIL4429 Freud and Philosophy (Fall: 3)***Prerequisite:* Philosophy Core.**Offered Annually**

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)****Offered 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 States (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***PHIL4444 Moral Concepts (Fall/Spring: 3)****Offered Periodically**

Approaching its topics through consideration of language, this course examines some recent debates about what it is for something to be good,

virtuous, correct, right, or obligatory, or what ought to be, or what must be done. Principal texts: *Normativity* by J.J. Thomson; additional chapters and articles to be assigned. Assignments: 3 blue-book examinations.

*Jorge Garcia***PHIL4445 The Greeks and Their Gods (Fall/Spring: 3)****Offered Periodically**

How did the Greeks view their gods? In this course, we will use Greek literature and philosophy to answer that question. We will read some of the more traditional mythological accounts in Greek literature presented in Hesiod's *Theogony*, Homer's *Iliad* and *Odyssey*, Euripides' *Bacchae*, and Aeschylus' *Eumenides*. We will then turn to the distinctive philosophical accounts of the gods given by Plato in works such as *Republic* II, the Myth of the Charioteer in the *Phaedrus*, the Demiurge in the *Timaeus*, and by Aristotle on their nature and contemplation in *Metaphysics* XII and *Nicomachean Ethics* X.

*Deborah DeChiara-Quenzer***PHIL4447 After World War I: Spirit Recov/Fascism/Personalism (Fall: 3)****Cross listed with HIST4844****Offered Periodically**

We shall investigate the birth and development of fascism as political cultures.

*James W. Bernauer, S.J.***PHIL4456 The Holocaust: A Moral History (Spring: 3)****Cross listed with THEO4456 and HIST4846****Offered Periodically**

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

*James W. Bernauer, S.J.***PHIL4470 Philosophy of World Religions (Fall: 3)***Prerequisite:* Philosophy Core.**Satisfies Cultural Diversity Core Requirement****Offered Annually**

The purpose of this course is as follows: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature of core of religion, if possible.

*Peter J. Kreeft***PHIL4472 Buddhist Ethics in Theory and Practice (Fall: 3)***Prerequisites:* For undergrads, at least two prior courses in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.**Cross listed with THEO4472 and TMCE4472****Offered Periodically**

We first study classical Buddhist ethical principles and practices in ancient India, Southeast Asia and Tibet. We then discuss some leading



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contemporary Buddhist writings on ethical analyses of issues in social justice, ecology, global economics, war and peace. Daily mindfulness practice, based on class instruction, is required.

*John Makransky*

**PHIL4476 Classical Chinese Philosophy (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course is an introduction to Classical Chinese Philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.

*Joseph Jiang, S.J.*

**PHIL4477 Ethical Principles in Comparative Perspectives**

**(Spring: 3)**

**Offered Periodically**

The course will explore the major concepts of and current trends in Eastern and Western values, beliefs, and practices. It will also illustrate the diversity of their social, cultural and philosophical life by means of a cross-cultural perspective in order to communicate to students the importance of global changes, dialogue and exchanges.

*You Guo Jiang, S.J.*

**PHIL4901 Readings and Research (Fall/Spring: 3)**

**Offered Annually**

**By arrangement.**

*The Department*

**PHIL4931 Senior Honors Seminar (Fall: 4)**

**Offered Annually**

**Restricted to departmental honors students only.**

The senior honors seminar will support the development of a senior thesis. Topics will include methods for strong research, writing workshops, and contemporary philosophical readings and discussion.

*The Department*

**PHIL4932 Perspectives Seminar (Fall: 3)**

**Offered Annually**

**By arrangement.**

*Frederick Lawrence*

**PHIL4961 Senior Honors Thesis (Spring: 4)**

**Offered Annually**

**Restricted to senior departmental honors students.**

Students will write a senior thesis of approximately 75 pages under the guidance of a faculty advisor.

*The Department*

**PHIL4962 Perspectives Honors Thesis (Spring: 3)**

**Offered Annually**

**By arrangement.**

*The Department*

**PHIL5199 Global Justice and Cosmopolitanism (Spring: 3)**

**Offered Periodically**

In this course, we will analyze how virtue can be applied to the local and global community for the creation of global justice. We will first briefly look at the ancient world and how virtue appears in the political community as civic solidarity. We will then analyze various theories of cosmopolitanism. Finally, we will spend significant time on the theme of

global justice. We will apply the previous themes of the course to issues such as global poverty, the environment, global peace, human rights, gender, immigration, global health, and forms of global governance.

*Stephen Hudson*

**PHIL5290 Liberalism and its Critics (Fall/Spring: 3)**

**Offered Periodically**

*Gregory Fried*

**PHIL5372 Patristic Greek (Fall: 3)**

**Cross listed with THEO5372**

**Offered Periodically**

**This course is continued in the spring as THEO5373 New Testament Greek II.**

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

*Margaret Schatkin*

**PHIL5373 Patristic Greek II (Spring: 3)**

*Prerequisite:* Must have completed THEO5372

**Cross listed with THEO5373**

**Offered Periodically**

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

*Margaret Schatkin*

**PHIL5387 Mahayana Buddhism in East Asia (Spring: 3)**

**Cross listed with THEO5387 and TMST7097**

**Satisfies Cultural Diversity Core Requirement**

**Offered 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*

**PHIL5500 Philosophy of Law (Spring: 3)**

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

**Offered Periodically**

This course aims to provide an overview of a number of core debates in contemporary philosophy of law. The primary concern will be to examine the relation between legal validity and the moral normativity of the law, that is, answers to the questions, what is the law? and is there a (moral) duty to obey the law? In addition to these more general questions, we will focus on several more specific questions pertaining to

constitutionalism, including ‘What is the relationship between a constitution and the rule of law?’, ‘What is the ground of judicial review?’ and ‘What connection, if any, is there between questions of legal theory and broader debates in contemporary political philosophy?’

*Paul Van Rooy*

**PHIL5501 Politics of the Soul: Nietzsche, Leo Strauss, Carl Schmitt, the Good Life and the Quest for Order (Fall: 3)**

*Prerequisite:* Philosophy Core and Philosophy majors.

**Offered Periodically**

There seems to be a permanent conflict between culture and politics. Should the organization of society serve the ends of politics (justice) or those of culture? Which type of polity is best able to promote culture and political life, that is the cultivation of greatness and true human excellence. In short, the political cannot be understood as one among other domains of culture. This course will explore this conflict between culture and politics by examining and close reading of the works of Nietzsche, Leo Strauss and Carl Schmitt. In order to help structure our investigation of this conflict, we will read the above authors in light of the following questions: What does it mean to be human? What really is the good life? And what is the best regime.

*Brian Braman*

**PHIL5505 The Aristotelian Ethics (Fall: 3)**

*Prerequisite:* Philosophy Core.

**Offered Annually**

This course has recently been added for the fall. For students interested in Aristotle’s *Nicomachean Ethics*, this course is for you! It consists of a close reading of the whole of the *Nicomachean Ethics* beginning with ethical virtue (Books II-IX) and ending with happiness (Books I and X). I have found that a student’s understanding of Aristotle’s ethical concepts is enhanced when he/she considers those concepts in relation to leading figures in Ancient Greek literature. Thus, occasionally we will discuss some of Homer’s *Iliad* and Sophocles’ *Oedipus Tyrannus* to consider how some of the following issues relate to Achilles, Hektor, Paris, Oedipus, and Jocasta. What does it mean to have an ethical virtue (or vice), to engage in involuntary actions, to be responsible, courageous, good-tempered, truthful, temperate, continent, incontinent, and happy? Since the course will be run seminar style, students are expected to participate generously in classroom discussions.

*Deborah DeChiara-Quenzer*

**PHIL5520 Aristotle: An Introduction (Fall: 3)**

**Offered Periodically**

This course will offer students an introduction to Aristotle’s philosophical project, focusing on his theoretical works: his logic, the *Physics*, *On the Soul*, and *Metaphysics*. It will focus on what Aristotle thinks and why he thinks it, but also on how he thinks and writes and how twenty-first century readers can learn to read him.

*Arthur Madigan*

**PHIL5527 Philosophy of Language (Spring: 3)**

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

**Offered Annually**

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 (Spring: 3)**

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

**Offered Periodically**

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

*Gary M. Gurtler, S.J.*

**PHIL5534 Environmental Ethics: Value of Nature/Nature of Value (Spring: 3)**

**Offered Annually**

This course has theoretical and practical sides. Theoretically, it is an inquiry into value theory in general, and the value of (nonhuman) nature in particular. We will examine positions on the moral standing of nonhumans, such as anthropocentrism, animal rights and welfare, biocentrism, and ecocentrism. Practically, we will explore the social, political, economic, and ethical dimensions of environmental issues such as food, consumerism, climate change, energy, and sustainability. Our animating questions are: What are our duties to the natural world? How would our civilization have to change to meet these duties?

*David Storey*

**PHIL5539 1968 Now: Revolution Art, History and Philosophy (Fall/Spring: 3)**

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

**Cross listed with ARTS3320 and HIST4840**

**Offered Periodically**

This course will critically investigate some of the main philosophies which informed the revolution of 1968 in Paris (and abroad). Starting with the writings of Jean-Paul Sartre and Simone de Beauvoir, the seminar will trace the movement from the existentialist philosophies of individual liberty and responsibility to the more communitarian theories of situationism (Guy Debord and Marcuse), structuralism (Althusser, Levi-Strauss, Lacan) and post-structuralism (Barthes, Kristeva, Foucault). The main critical questions discussed include the relationship between freedom and determinism, imagination and language, self and society, desire and culture, art and politics. The course is participatory and interdisciplinary and will include interaction with students in history and studio art.

*Robert Savage*

**PHIL5546 Utilitarianism (Fall/Spring: 3)**

**Offered Periodically**

The course examines utilitarianism, which forms the basis of both cost-benefit analysis and rational choice theory. We first examine some important (famous, influential, or illuminating) articulations, then consider logical problems in the utility principle, and conclude with brief inquiries

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into the conceptions of what is good, what is better, and what is right that are internal to utilitarianism. Readings include selections from classic works by J. Bentham, Charles Dickens, J.S. Mill, and from more recent writers.

*Jorge Garcia*

### PHIL5549 Selected Readings in Phenomenology (Spring: 3)

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

#### Offered Periodically

This course offers a critical introduction to phenomenology, one of the most important movements of twentieth-century European philosophy, including its French existentialist development, and its critics. The major themes and movements in phenomenology and existentialism will be studied through several key thinkers: Franz Brentano, Edmund Husserl, Martin Heidegger, Edith Stein, Maurice Merleau-Ponty, Jean-Paul Sartre, Emmanuel Levinas. Themes that will be critically considered include: intentionality, phenomenological description, perception and embodiment, moods and emotions, self-consciousness, the nature of the self, sociality and the surrounding lifeworld. The course will have both a historical and a critical orientation with an emphasis on reading selected primary-source texts in English translation.

*Dermot Moran*

### PHIL5550 Capstone: Building a Life (Fall: 3)

Cross listed with UNCP5550

#### Offered Annually

See course description in University section of the catalog.

*David McMenamin*

### PHIL5559 Epistemology of Religious Belief (Spring: 3)

#### Offered Annually

Is it rational to believe that God exists? What can we know, or rationally believe, about God? Is it rational to have faith in the absence of evidence? Does religious belief need to be rational? In the first part of this course we will analyze the traditional arguments for the existence of God from a variety of historical texts. For the remainder of the course our focus will be on contemporary articles about the rationality of belief in God. We will discuss a variety of issues including the role of faith in a rational belief system, the plausibility of miracle reports, the legitimacy of appeals to religious experience, and the presumption of atheism.

*Cherie McGill*

### PHIL5561 Arendt and Buber: Loving the World (Fall: 3)

#### Offered Periodically

Hannah Arendt and Martin Buber articulated faiths for a love of the world and for those who inhabit it. Their thought is foundational for a philosophy and theology of politics and of the persona.

*James W. Bernauer, S.J.*

### PHIL5563 Ethics, Religion, and International Politics (Spring/Fall: 4)

*Corequisite:* Must be concurrently enrolled in either INTL5562 or INTL5564. Your discussion group must match with the professor teaching your course.

Cross listed with INTL5563 and THEO5563

#### Offered Annually

Major restricted for IS. See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to

religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department*

### PHIL5576 Existentialism (Fall: 3)

#### Offered Periodically

An exploration of the writings of eight Existentialists: Pascal, Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel, Buber, and Clarke (the Thomist-existentialist-personalist). Existentialists do not share a set of conclusions (they include Protestants, Catholics, Jews, humanists, atheists, and agnostics) but a set of questions about human existence, meaning, and subjectivity.

*Peter J. Kreeft*

### PHIL5577 Symbolic Logic: Theory and Practices (Fall: 3)

#### Offered Annually

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell's paradox, and Goedel's theorems.

*The Department*

### PHIL5582 Truth and Pragmatism (Spring: 3)

*Prerequisite:* Students must have completed their Core requirement in Philosophy in order to register.

#### Offered Periodically

"What is truth?" Pontius Pilate asks Jesus. If Jesus were a pragmatist, he would have replied that truth is the fated end of inquiry... or what would be believed after a sufficiently long and rigorous process of inquiry...or maybe he would reply that truth is what your colleagues will let you get away with. This course examines classical and contemporary versions of the pragmatic theory of truth, beginning with Charles S. Peirce and William James and then moving to Richard Rorty, Cheryl Misak, and Huw Price, among others.

*Richard K. Atkins*

### PHIL5593 Philosophy of Science (Fall: 3)

#### Offered Annually

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*

**PHIL5601 Phenomenology and Existentialism (Summer: 3)**

*Prerequisite:* Some background in Philosophy is recommended.

**Offered Periodically**

This course will offer a close reading of some of the main texts in the tradition of phenomenology and existentialism, including works by Husserl, Heidegger, Stein, Merleau-Ponty, and Sartre. An effort will be made to explore both historical and systematic connections among the thinkers under scrutiny, as well as with other traditions of contemporary philosophy.

*Andrea Staiti*

**PHIL6604 Social Construction (Spring: 3)**

**Offered Biennially**

This course explores recent claims that important categories of social life—notably including race, ethnicity, and gender—are not grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.

*Jorge Garcia*

**PHIL6605 Augustine (Spring: 3)**

**Offered Annually**

In this course we examine questions in epistemology, ethics and metaphysics using major works of Augustine (354–430 A.D./C.E.), 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*

**PHIL6649 Philosophy of Being I (Fall: 3)**

**Offered Annually**

Postmodern metaphysics as a science of being requires deconstruction and reconstruction. The question of being, first raised in antiquity, was replaced in modern philosophy by questions of logic and epistemology. Heidegger brought the question back to the forefront of philosophy as “the task for thinking at the end of philosophy.” In this course, after our own deconstruction of ancient and modern metaphysics we shall attempt a reconstruction with a more positive outcome than Heidegger’s, stressing anew the analogy of being and its transcendental properties as one, active, true, and good, constituting being as universe.

*Oliva Blanchette*

**PHIL6650 Philosophy of Being II (Spring: 3)**

**Offered Annually**

Reconstruction in the metaphysics of becoming and time requires a distinction of matter and form in things that come to be and a distinction of essence and the act of being in finite being. Reconstruction in the metaphysics of being as universe requires communication among the many and diverse beings encountered as one universe, leading to the question of a necessary being. We explore how such distinctions are disclosed in our experience of being and how we go from affirming contingent beings to affirming a necessary Being at the summit of being.

*Oliva Blanchette*

**PHIL6670 Technology and Culture (Fall/Spring: 3)**

Cross listed with CSCI2267, ISYS2267, and SOCY6670

**Offered Annually**

**Satisfies Computer Science Requirement. Satisfies 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*

**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. and Robert A. Ferris Professor*; *Chairperson of the Department*; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

**Ziqiang Wang**, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

**Pradip M. Bakshi**, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

**Gabor Kalman**, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

**Kenneth S. Burch**, *Associate Professor*; B.S., Ph.D., University of California, San Diego

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**Andrzej Herczynski**, *Research Professor*; *Laboratory Director*; M.S., Warsaw University; M.S., Ph.D., Lehigh University

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## Contacts

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## Undergraduate Program Description

The Department of Physics offers a comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics or a related field, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors. The department offers a 100% guarantee of a research opportunity to every major that seeks one, provided they meet the required criteria.

### 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)
  - PHYS3510 Contemporary Electronics Laboratory (Fall: 2 credits)
  - PHYS4100 Mechanics (Fall: 4 credits)
  - PHYS4200 Electricity and Magnetism (Spring: 3 credits)
  - PHYS4400 Quantum Physics I (Fall: 3 credits)
  - PHYS4401 Quantum Physics II (Spring: 3 credits)
  - PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4 credits)
  - At least 3 credits of a course\*, chosen from:
    - PHYS4300 Numerical Methods and Scientific Computing\*\* (Spring: 4 credits)
    - PHYS4951 Senior Thesis\*\*\* (Spring: 3 credits)
    - PHYS4350 Experiments in Physics (Spring: 3 credits)
- \*MCAS 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 6 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)
  - MATH2210 Linear Algebra
  - MATH4410 Differential Equations
- Students without advanced math placement will need to take introductory calculus courses, such as MATH1103 or MATH1105, which are prerequisites for MATH2202.

Physics majors are also required to take 8 credits of CHEM1109–1110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior departmental approval.

Advanced undergraduate Physics majors may, with departmental approval enroll in first-year graduate courses, such as PHYS7711, 7732, or 7741.

### Minor Requirements

The minimum requirements for a minor in Physics include 24 credits in Physics and 8 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 6 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) is required as a prerequisite for some of the upper-level physics courses.

### Information for First Year Majors and Non-Majors

Physical science, computer science, and mathematics majors planning on taking physics in the freshman year should enroll in PHYS2200 and the associated lab PHYS2050. Biology majors and premedical students should enroll in PHYS2100 and the associated lab PHYS2050. Depending on high-school background, Physics majors

take either the Calculus I–II sequence MATH1102–1103, or calculus II–AP MATH1105, or start with Multivariable Calculus MATH2202. Note that MATH1100–1101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics majors.

#### Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PHYS2200, PHYS2201 (or PHYS2100, 2101) with labs, PHYS3100, PHYS3300 (also with labs), and the corequisite math courses MATH1102, MATH1103 and MATH2202. 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 Natural Science Core requirement are noted in the individual course descriptions. PHYS2100–2101 Introductory Physics I, II (Calculus) or PHYS2200–2201 Introduction to Physics I, II (Calculus) and PHYS2050–2051 Introductory Physics Laboratory I and II are required of all Chemistry and Physics majors; Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 3000 are advanced offerings primarily for Physics majors.

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### PHYS1400 The Art of Physics (Summer: 3)

Satisfies Natural Science Core Requirement

Offered Annually

This four week summer course is a contemporary prologue to classical physics themes for students seeking to gain an appreciation of the scope, methods, and tools of physics, and to reflect on its place among liberal arts. The course will present major physics ideas in a broader cultural context, providing historical perspectives and taking advantage of science museums in Florence, Pisa, and other places, where early modern science has its roots. Simultaneously, it will aim to develop specific, highly practical physics skills, such as order-of-magnitude estimates, dimensional analysis, and some problem solving techniques based on physics laws.

*The Department*

#### PHYS1500 Foundations of Physics I (Fall: 3)

Satisfies Natural Science Core Requirement

Offered Annually

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

Offered Annually

Recommended laboratory (optional): PHYS2050–2051.

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PHYS2101 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)

Offered Annually

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*

#### PHYS1701 Inspiration in Imagination (Spring: 3)

Corequisite: ENGL1726.

Satisfies Natural Science Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

In many ways, physics is like poetry: every word matters. But from where did Yeats' words, or Maxwell's equations, come? What inspirations led the greatest physicists to their theories and discoveries, and the writers to their poetry and prose? How does imagination contribute to each realm, and how do the realms of science and literature intersect and influence each other? We will explore those intersections, the underlying role of human imagination in each, and what the scientists and humanists can learn from each other.

*Michael Naughton*

#### PHYS2100 Introduction to Physics I (Calculus) (Fall: 4)

Prerequisite: MATH1100 (may be taken concurrently).

Corequisite: PHYS2110.

Satisfies Natural Science Core Requirement

Offered Annually

PHYS2050 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*

## ARTS AND SCIENCES

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### PHYS2101 Introduction to Physics II (Calculus) (Spring: 4)

*Prerequisite:* MATH1101 (may be taken concurrently).

*Corequisite:* PHYS2111.

**Satisfies Natural Science Core Requirement**

**Offered Annually**

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:* PHYS2100.

**Offered Annually**

Problem solving and discussion of topics in a small-class setting.

*The Department*

### PHYS2111 Introduction to Physics Recitation II (Spring: 0)

*Corequisite:* PHYS2101.

**Offered Annually**

Problem solving and discussion of topics in a small-class setting.

*The Department*

### PHYS2200 Introductory Physics I (Calculus) (Fall: 4)

*Prerequisite:* MATH1102 (may be taken concurrently).

**Satisfies Natural Science Core Requirement**

**Offered Annually**

PHYS2050 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 PHYS2100 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**

**Offered Annually**

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)

**Offered Annually**

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)

**Offered Annually**

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)

**Offered Annually**

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)

**Offered Annually**

**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)

**Offered Annually**

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)

**Offered Annually**

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*

**PHYS4350 Experiments in Physics I (Fall: 3)**

**Offered Annually**

**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)**

**Offered Annually**

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)**

**Offered Annually**

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*

**PHYS4407 Optical Spectroscopy of 2D Materials (Fall/Spring: 3)**

**Offered Periodically**

The course objective is to overview of various Optical Spectroscopic Methods and their use in characterizing and revealing new behavior in 2D Materials. The course will explain the basic principles and experimental pit-falls of infrared and Raman micro-spectroscopies. It will then examine their role in characterizing and revealing novel behavior in graphene, magnetic and superconducting materials.

*Kenneth Burch*

**PHYS4545 Condensed Matter Physics (Spring: 3)**

**Offered Annually**

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*

**PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4)**

**Offered Annually**

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)**

**Offered Annually**

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)**

**Offered Annually**

*The Department*

**PHYS5000 Readings and Research in Physics (Fall/Spring: 3)**

**Offered Annually**

**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

**Christopher J. Bruell**, *Professor Emeritus*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**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

**Alan Wolfe**, *Professor Emeritus*; B.S., Temple University; Ph.D., University of Pennsylvania

**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

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**Dennis Hale**, *Professor*; A.B., Oberlin College; Ph.D., City University

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## ARTS AND SCIENCES

**Ken I. Kersch**, *Professor*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

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**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**Jonathan Laurence**, *Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

**R. Shep Melnick**, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

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**Kay L. Schlozman**, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Susan M. Shell**, *Professor; Chairperson of the Department*; B.A., Cornell University; Ph.D., Harvard University

**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

**Nasser Behnegar**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**Timothy W. Crawford**, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

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**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**David A. Hopkins**, *Associate Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

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**Paul T. Wilford**, *Assistant Professor*; B.A., St. John's College; B.A., M.Phil, University of Cambridge; M.A., Ph.D., Tulane University

**Kathleen Bailey**, *Professor of the Practice*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

**Paul Christensen**, *Associate Professor of the Practice*; B.A., University of Washington; M.A., Ph.D., Princeton University

**David M. DiPasquale**, *Assistant Professor of the Practice*; B.A., Kenyon College; M.A., Boston College; A.M., Ph.D., Harvard University

### Contacts

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### Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses: two introductory courses; at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields. Please note that *courses, not credits* are the fundamental building block of our major. In order to complete the major, students must complete 10 political science courses that are each worth at least 3 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, students should take a second introductory course, selected from the following: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081); or Introduction to Comparative Politics (POLI1091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses in the major. You will need to have a "Degree Audit Course Substitution and Waiver Form" signed by the Director of Undergraduate Studies in order for this waiver to be reflected on your Degree Audit.

The introductory curriculum in political science is not like that in other majors, such as economics or the natural sciences. Ours does not present a single curriculum that all students are expected to know before moving on to higher-level courses. Rather, the introductory curriculum

is designed to expose students to the study of politics in a variety of ways. For example, each faculty member who teaches POLI1041 Fundamental Concepts has his or her own particular style of doing so.

There is, however, some common ground. POLI1041 Fundamental Concepts of Politics and POLI1021 How to Rule the World, are devoted principally to a study of some of the classic texts in political theory. POLI1042 Introduction to Modern Politics, POLI1061 Introduction to American Politics, POLI1081 Introduction to International Politics, and POLI1091 Introduction to Comparative Politics, all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom and in some cases, in discussion sections—is central to the way these introductory courses are taught.

To summarize: Students are normally required to take two introductory courses: either Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021); and one additional course from the introductory list: Introduction to Modern Politics (POLI1042); Introduction to American Government (POLI1061); Introduction to International Politics (POLI1081); and (POLI1091) Introduction to Comparative Politics.

- POLI1021, POLI1061 and POLI1091 satisfy the Social Science core and are open to majors and non-majors.
- POLI1041, POLI1042, and POLI1081 satisfy the Social Science core and are major restricted only.

#### Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order. The second digit of course numbers indicate their subfield. Courses with a “3” in that location (e.g., 2300) are in American Politics; courses with a “4” in that location (e.g., 2400) are in Comparative Politics; courses with a “5” in that location (e.g., 2500) are in International Politics; and courses with a “6” in that location (e.g., 2600) are in Political Theory. Students must take eight courses **beyond** the introductory courses, and at least one course must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements *must be satisfied by courses taken in the department*; courses taken abroad or transferred from other institutions may only be used to fulfill introductory or elective requirements. To fulfill the major, at least six courses of the ten courses required must be taken in the Boston College Political Science Department. No more than four courses in total, then, can be transferred from other U.S. institutions, study abroad, or Woods College of Advancing Studies (WCAS).

There is a considerable variety in our elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 15–19 members so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills.

In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

#### Degree Requirements

##### *Fields and Electives*

- Two introductory courses including, Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021) and one course from the list of other introductory offerings: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081), or Introduction to Comparative Politics (POLI1091).
- At least one course in each of the four subfields of Political Science: American Politics (POLIX300–X398), Comparative Politics (POLIX400–X499), International Politics (POLIX500–X599), and Political Theory (POLIX600–X699), for a total of four subfield courses.
- Four electives from among any courses offered by the department that are not introductory courses. **NB:** POLI1021 (How to Rule the World) may also satisfy the subfield requirement in Political Theory; and POLI1081 (Introduction to International Politics) may also satisfy the subfield requirement in International Politics. They may not, however, satisfy the Introductory requirement and the subfield requirement at the same time.

**Note:** Courses designated as POLIX200–X299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered POLI7700 and above are graduate courses.

##### *Qualifications, Exceptions, and Special Rules*

- Introductory courses do not have to be taken in any particular sequence: thus, students may take one of the “second” Introductory courses before Fundamental Concepts or How to Rule the World.
- Students who join the major *after their sophomore year* are not required to take Introductory courses. With department permission, they may substitute other elective courses for the standard introductory. Students who have scored at least a 4 on the American Government or Comparative Government AP exams may waive the second introductory course. *In either of these cases, students will still need to take ten courses and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their Degree Audits.*
- The courses in Political Science offered in the Woods College are separate from the courses offered in the Department and cannot generally be used towards the major. Students who believe they have a compelling reason to use a Woods course for the major must petition the Department’s Director of Undergraduate Studies prior to the start of the class to see whether an exception can be made.
- Students may transfer up to four courses from other institutions, including study abroad programs. But in no case may a student earn a degree in Political Science without taking at least six courses (**18 credits**) in the Department. Transfer credits and study abroad credits may not be used to satisfy the four subfield distributional requirements.

**Please Note:** Even after the University has accepted a transfer or a study abroad course for your MCAS requirements, you will still need to

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see the Director of Undergraduate Studies or one of the Study Abroad Advisors for special forms to move those classes into the appropriate categories on your Degree Audit.

### Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed the sophomore year are invited to join the Honors program. Selection is based on academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes.

*Honors Seminar:* The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. Members of the Honors program must take at least two Honors Seminars over the course of their junior and senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses in all.

One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so *they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science*. With the permission of the Director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars, subject to the approval of the faculty member teaching the seminar.

*Honors Thesis:* As a culmination of the Honors program, members may write an Honors Thesis during their senior year. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major (Honors Thesis I and II, designated in the catalog as POLI4961 and POLI4962).

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least 12 courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who choose to write an Honors Thesis, and do so successfully, will be eligible to be considered for High or Highest Honors.

For further information on the Political Science Honors Program, contact the Director of Undergraduate Studies.

### Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared

themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the one of Department's two study abroad advisors, Professor Kenji Hayao and Professor Jennie Purnell. 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 study abroad opportunities can be obtained from the Office of International Programs in Hovey House and by speaking with Professor Hayao or Professor Purnell.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student should have at least a 3.2 GPA generally and in the Political Science major before departing. Students with GPAs below this should contact one of the department's study abroad advisors about the possibility of being granted a waiver to this requirement.

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 one of the department's study abroad advisors or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad advisor can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad advisor before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), e-mail the study abroad 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 American University Washington Semester Program should schedule an appointment with the Office of International Programs. For more information, visit [www.bc.edu/international](http://www.bc.edu/international).

#### **Special Programs**

##### *Thesis Writing Outside the Honors Program*

With department permission, students who are not members of the Honors Program may still have the opportunity to write a thesis, by enrolling in POLI4951–4952 (Thesis I and II). This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as your thesis supervisor. The thesis courses do not satisfy subfield requirements in the major but may be used to satisfy elective requirements.

##### *Scholar of the College Program*

Scholar of the College is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of 3.700 or better. Students interested in this program should consult the University's website for further information. (In this Department, Scholars projects are done under the course number POLI4921 Advanced Independent Research.)

#### **Awards and Fellowships**

##### *Advanced Study Grants*

The Boston College Advanced Study Grants were established to encourage, support, and give visible recognition to undergraduates who have that special spark of scholarly initiative and imagination. Students with these qualities should also be thinking of themselves as prospective candidates for national fellowships, such as the Rhodes, Marshall, Fulbright, Goldwater, or Truman. An Advanced Study Grant for a summer project can be an important step along the way. For more information on the ASG program, consult the University's website.

Advanced Study Grants are for student-designed projects. They are not awarded for projects in which a student proposes to work with a faculty member on the faculty member's research. For such faculty-designed projects, Boston College has Undergraduate Research Fellowships.

Students intending to write an Honors Thesis or Senior Thesis should consider applying in their junior year for Advanced Study Grants for Thesis Research, which fund summer research or skills-acquisition projects in direct support of a senior project that will be undertaken during the student's senior year.

##### *Undergraduate Research Fellowships Program*

The Undergraduate Research Fellowships program enables students of at least sophomore status to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not

receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates of at least sophomore status are eligible. Fellowships are available for the fall, spring, and summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire directly with faculty to express your interest in being involved in their research.

##### *National Fellowships Competitions*

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations. Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships are among the major grants available. Some of these are available to juniors and seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. Students interested in pursuing any of these opportunities should contact Dr. Jason Cavallari, the Associate Director of the University Fellowships Office. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, consult the website for the University Fellowships Committee.

#### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**POLI1021 How to Rule the World: Intro to Political Theory**  
(Fall: 3)

*Corequisite:* POLI1022.

**Satisfies Social Science Core Requirement**  
**Offered Annually**

**For majors and non-majors. This course may be used to fulfill the field requirement in Political Theory, or it may be used to fulfill one of the elective requirements in the major. It cannot satisfy more than one of these requirements.**

This course will explore the highest political theme: the requirements of great political rule. What must we do and know in order to govern well? Should we be guided by the concern for justice, for example, or by the sometimes nasty demands of “national security”? We'll read a small number of foundational texts that all deal, in very different ways, with the requirements of great political leadership. Along the way we'll encounter the founder of the Persian Empire, the greatest king in the Hebrew Bible, Shakespeare's wickedest king, America's greatest president, and the teacher of princes, Machiavelli.

*Robert C. Bartlett*

**POLI1025 Human Rights in International Politics (Spring: 3)**

*Corequisite:* HIST1711.

**Satisfies Social Science Core Requirement**  
**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course explores cultural values, religious traditions, and political conditions that enhance or impede human rights within individual states and the international community. It focuses on the following key questions: Can religious traditions and values reinforce human rights or



should they be promoted on purely secular grounds? How should conflicts between universal human rights norms and indigenous traditions and values be resolved, and when is it legitimate for outside powers or international agencies to intervene in response to human rights violations by sovereign states? And who bears the responsibility to protect the rights of stateless persons and refugees?

*Ali Banuazizi*

**POLI1026 Taking Power/Seeking Justice: On the Causes and Consequences of Social Change Movements (Fall: 3)**

*Corequisite:* PHIL1707.

**Satisfies Social Science Core Requirement  
Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course examines the causes and consequences of movements for radical social change. We will focus movements as processes that develop over long periods of time and which have enduring political, social, economic, and cultural consequences. The course will address a series of questions: Why do people rebel or remain quiescent? What are the relative costs of radical change versus keeping the status quo? We will examine the question of whether it is effective and/or ethical to use contentious politics as a mechanism for social change. Finally, we will consider the potential for further revolutionary upheavals in the twenty-first century.

*Paul Christensen*

**POLI1028 God and Politics (Spring: 3)**

*Corequisite:* UNAS1706.

**Satisfies Social Science Core Requirement  
Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Every political community has a take on the divine. In traditional communities, one way or another the gods are understood to be involved with the community, making demands on it and its members, standing behind its laws: religion and politics are united, what's pious and what's just are connected. But in the modern West, in modern liberal democracies, religion is understood to be a private matter—religion and politics are (more or less) separated, the just is defined without reference to the pious. In this course, we will take this fact as our point of entry into modern politics. Why do religion and politics tend to be entangled, and how do they get disentangled? What are the principles, practices, and challenges involved in this issue?

*Alice Behnegar*

**POLI1031 Performing Politics (Spring: 6)**

**Cross listed with THTR1503**

**Satisfies Fine Arts, Social Science Core Requirement  
Offered Annually**

**Core Renewal Course: Complex Problems**

This course explores how marginalized and oppressed people have used public performances—in the theater and on the streets—to make political claims about human rights and social justice. We will examine a range of political plays and protest movements, asking how and why do relatively powerless people use public performances to make political claims? Can theater be both good politics and good art? Students will create their own political performances (e.g., short plays, puppet shows, videos, etc.), learning about various aspects of theater while developing a better understanding of their own political views and interests.

*Luke Jorgenson*

*Jennie Purnell*

**POLI1032 Sic Semper Tyrannis: The Politics of Empire and War (Spring: 3)**

**Satisfies Social Science Core Requirement  
Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Political scientists have long been troubled by the challenges to domestic institutions posed by foreign relations. One particularly vexing question is how to preserve republican institutions in a hostile international environment. From Cleon of Athens to Bismarck to Kissinger, thinkers concerned primarily with international affairs have bemoaned the slowness and transparency of democracy's influence on policymaking, whereas civilian leaders from ancient Rome to modern America have often feared their own generals more than the enemy's. The political science component of this course will examine in particular the theoretical and institutional relationship of national security and the creep of imperial power.

*Matthew Berry*

**POLI1041 Fundamental Concepts of Politics**

**(Fall/Spring/Summer: 3)**

**Satisfies Social Science Core Requirement  
Offered Annually**

**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.

*Paul Wilford*

**POLI1042 Introduction to Modern Politics (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement  
Offered Annually**

**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.

*Kenji Hayao*

**POLI1061 Introduction to American Politics (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement  
Offered 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.

*Michael Hartney*

**POLI1081 Introduction to International Politics (Fall: 3)**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Not open to students who have taken POLI1501. Course restricted to political science majors only. This course may NOT be taken by any International Studies majors or minors. Class restricted to political science freshmen and sophomores.**

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

*Timothy Crawford*

**POLI1204 The Politics of the Seventies Film (Spring: 3)**

**Offered Periodically**

The 10 years from 1967 to 1976 were an extraordinary time both in the history of American politics and in the history of American film. In the same period that the country was rocked by the Vietnam War, the feminist and civil rights movements, Watergate and economic crisis, the end of Hollywood censorship along with demographic and economic change in the industry ushered in what many call “the last golden age” of American film. In this class we study both film theory and political history to examine these remarkable films and the political context in which they were forged. The goal of the course is to take seriously both the films and their politics.

*Jonathan D. Kirshner*

**POLI1206 The Politics of Self-Rule: Ireland, Northern Ireland, and Scotland (Summer: 3)**

**Offered Periodically**

A century ago, Ireland, Northern Ireland, and Scotland were integral parts of Great Britain and the United Kingdom and were governed by the British Parliament. Now each has its own parliament, although only Ireland is fully independent of the UK. We will consider the development of self-rule in these three places, how self-rule operates today and the major challenges that each administrative unit faces. We will also examine the key political questions that each parliament is currently debating. Our understanding of these matters will be greatly enhanced by the visits we will pay to each of the three parliaments and to other sites that are particularly important for understanding the political development of the three places. Students will also benefit from interacting with a variety of political leaders, policy analysts, journalists, civil servants, and citizen activists in Ireland, Northern Ireland, and Scotland.

*Robert M. Mauro*

**POLI2253 International Law of Food (Summer: 3)**

**Cross listed with INTL2253 and LAWS5253**

**Offered Annually**

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to

all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.

*The Department*

**POLI2301 Policy and Politics in the U.S. (Spring: 3)**

**Offered Periodically**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and the use of public lands.

*Michael Hartney*

**POLI2302 Dilemmas of Unity and Diversity in American Politics and Society (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**This is a team-taught class by Professors Peter Skerry and R. Shep Melnick.**

Both politicians and professors speak of diversity as an unqualified good that Americans must continually strive to achieve. Yet what exactly do we mean by “diversity”? Along what dimensions—racial, social class, cultural, phenotypical, religious, ideological—do we define diversity? More to the point, are there any limits such that the merits of diversity (or presumed merits) diminish once certain levels of diversity are achieved?

*R. Shep Melnick*

**POLI2306 Parties and Elections in America (Fall: 3)**

**Offered Periodically**

This course surveys the practice of campaigns and elections in the United States, with a particular emphasis on the central role of political parties in supplying candidates for office, structuring the choices of voters, and determining the outcome of electoral contests. It will examine the influence of party coalitions, candidate strategy, electoral rules, news media coverage, and political money in both presidential and congressional races, with a particular focus on the 2018 campaign as it unfolds over the course of the semester.

*David Hopkins*

**POLI2317 The American Presidency (Fall: 3)**

**Offered Periodically**

This course examines the American presidency in the views and actions of major Presidents, electoral politics, and relations with political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy*

**POLI2327 U.S. Constitutional Development (Fall: 3)**

**Offered Periodically**

**Restricted to sophomores, juniors, and seniors only.**

A survey of the development of American constitutionalism, considered historically as the product of legal, political and intellectual currents and crises. Coverage includes the Founding, the Marshall and Taney eras, the slavery crisis, the rise of corporate capitalism, the emergence of the

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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 (Fall: 3) Offered Periodically**

**This course is restricted to sophomores, juniors, and seniors.**

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 (Spring: 3) Offered Periodically**

How do citizens form opinions about politics, and how do these attitudes influence their participation in political life? This course addresses these questions by surveying the most prominent sources of influence on the political orientations of individuals, including personality effects, socialization, interpersonal dynamics, cognitive biases, and the news media. We then apply these findings to the most common forms of political behavior, including party affiliation, electoral participation, activism, and protest, aiming to explain why different citizens support different political candidates and causes—as well as why some members of the public engage extensively in political activity while others remain uninvolved.

*David A. Hopkins*

### **POLI2338 Environmental Politics and Policy (Spring: 3) Offered Periodically**

This course provides an overview of environmental politics in the U.S., with an emphasis on the ways in which environmental policy is developed and implemented. We begin by analyzing the historical development of environmental policy in the U.S. paying close attention to how the environment as an issue has evolved from the time of the country's founding through to the modern environmental movement. We then examine specific case studies related to contemporary policy challenges. Whether climate change, nonpoint source pollution, Not in My Back Yard (NIMBY) politics, or natural disasters, today citizens are confronting the consequences of rapid economic growth and development. Along the way we will consider the key actors that shape environmental outcomes including: Congress, the EPA, industry lobbyists, state and local environmental agencies, advocacy groups, the science community, and the private sector.

*Michael T. Hartney*

### **POLI2342 American Political Thought II (Spring: 3) Offered Periodically**

This course surveys the history of American political thought since the Civil War, with an emphasis on both recurring themes (such as liberal individualism and religiosity) and resurgent conflicts (such as over the scope of government power, and the meaning of democracy and political equality). Topics include Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society

liberalism, civil rights, the Beat Generation, Black Power, the student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.

*Ken I. Kersch*

### **POLI2360 Seminar: Rights in Conflict (Fall: 3) Offered Annually**

**This seminar is primarily for sophomores. Juniors admitted with departmental permission, provided there is an open seat in the course.**

This course examines disputes over the meaning of liberty and equality in the American context. Topics include freedom of speech and religion; school desegregation and affirmative action; and constitutionalism and emergency powers. Readings include *The Federalists*, Mill, Tocqueville, and court opinions. The course stresses class discussion and writing short papers.

*R. Shep Melnick*

### **POLI2386 Civil Liberties (Spring: 3) Offered Periodically**

**Restricted to sophomores, juniors, and seniors only.**

A political, historical, normative, and legal consideration of the development of individual liberties in the United States. Topics include the freedom of speech, religious liberty and non-Establishment, criminal process, property rights, privacy, and sexual and bodily autonomy.

*Ken I. Kersch*

### **POLI2402 Comparative Revolutions (Spring: 3) Offered Periodically**

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case studies of revolutions from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

*Paul Christensen*

### **POLI2405 Comparative Politics of the Middle East (Spring: 3) Satisfies Cultural Diversity Core Requirement Offered Periodically**

The course explores origins of Muslim majority societies and political systems in the Middle East. It covers the formative era of Islamic civilization, and traces the diffusion of the Middle Eastern Islamic paradigm, culminating in the Ottoman system, and explores the social and political disruptions caused by the breakup of Muslim empires and establishment of European economic, political and cultural domination. It addresses how these forces led to the creation of national states and changes in class structure, and explores how the failure of Western forms of modernization and political organization led to demands for the formation of new political communities based on the revival of Islamic principles. Discussions will center Islam's compatibility with liberalism, secularization, modernity, democracy, and terrorism. Recent developments surrounding the "Arab Spring" and its aftermath will be explored. The course includes a crisis simulation exercise.

*Kathleen Bailey*

### **POLI2410 Latin American Politics (Fall: 3) Offered Periodically**

**Class restricted to sophomores, juniors, and seniors.**

This course is an introduction to politics in Latin America. We'll look at efforts of Latin Americans to create more inclusive, equitable, and rights-respecting democracies in a region long characterized by political instability, authoritarianism, and great inequalities in the distribution of wealth and power. While we'll examine the region as a whole, our focus

will be on Argentina, Bolivia, Brazil, Chile, and El Salvador, with a brief excursion to Mexico. No prior knowledge of Latin America is required for the course, which is open to sophomores, juniors, and seniors.

*Jennie Purnell*

**POLI2415 Models of Politics (Spring: 3)**

**Offered Periodically**

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

*Kenji Hayao*

**POLI2420 Modern Iran (Fall: 3)**

**Cross listed with HIST4150**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

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*

**POLI2422 Comparative Social Movements (Fall: 3)**

**Offered Periodically**

This course examines the theoretical and empirical literature on social movements in order to understand their genesis, evolution, and successes and failures. We will start by exploring the international theoretical literature on social movements, in order to identify commonalities and differences in the experiences of social movements in a wide array of locations and historical moments. The course will then turn to a more detailed empirical study of a number of social movements, some international, some national, some regional, and some local, including labor movements, indigenous movements, women's movements, movements based on liberation theology, and national liberation/terrorist movements.

*Paul Christensen*

**POLI2438 Comparative Politics of Human Rights (Fall: 3)**

**Offered Periodically**

Human rights are rights we may claim simply by virtue of being human. They define, in a very fundamental way, the relationship between individuals and the states that govern them. They include things that the state cannot legitimately do to us, such as torture, forced disappearance, and exclusion from the political process. They also include things we must have access to, one way or another, such as adequate food, education, housing, and health care. This course addresses the following questions. Which rights, if any, are human rights, and why? Are human rights truly universal, or do rights vary in accordance with the cultures and political systems in which we live? Why are human rights violated when and where they are? Do certain political, economic, and/or cultural factors make human rights violations more or less likely? What should be done about egregious violations of human rights and who should do it?

*Jennie Purnell*

**POLI2441 Comparative Politics of Development (Fall: 3)**

**Offered Periodically**

This is a course about power, politics, and global development. Why are some countries rich and others poor? Why do some communities have few resources while their neighbors have plenty? How does inequality affect politics and vice versa? To answer these questions, we will start by critically examining what development is and how it can be measured. Then we will move on to examine theories linking politics to development. We will explore the effects of colonialism, geography, conflict, natural resource wealth, and foreign aid, among others. The readings from this course draw from political science, economics, anthropology, and history. The course engages with active policy debates about development while examining the deep roots of global inequality.

*Lauren Honig*

**POLI2442 African Politics (Spring: 3)**

**Cross listed with AADS2442**

**Offered Periodically**

This course provides an introduction to contemporary African politics. The course engages important debates related to the state, economic development, democracy, natural resources, political institutions, identity politics, and conflict. We will examine this dynamic and diverse region from a comparative perspective, focusing on both comparison of states within Africa and between Africa and the rest of the world.

*Lauren Honig*

**POLI2445 Political Development of Western Europe (Fall: 3)**

**Offered Periodically**

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

*Jonathan Laurence*

**POLI2446 Natural Resource Politics (Fall: 3)**

**Offered Periodically**

This course examines the relationship between natural resources and politics, with an emphasis on developing countries. We will study the effects of resource wealth on a variety of outcomes related to democracy, development, and conflict. Does oil wealth hinder democracy? Why do diamonds generate economic growth in some contexts but foment civil war in others? How does the scarcity of resources such as arable land and water exacerbate ethnic cleavages? In examining these questions, we will seek to understand how these issues are conditioned by policies and political institutions.

*Lauren Honig*

**POLI2451 France and the Muslim World (Spring: 3)**

**Offered Periodically**

Colonies, migrations, wars, world cups and terrorism... For over two centuries, the French Republic (and Empire) has had a complex and occasionally tormented relationship with Islam and the Muslim world. The exchange of ideas, politics—and populations—has transformed all parties involved. At times serving as a beacon of freedom and enlightenment, at other times France's relationship with its citizens of



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Muslim origin and its Mediterranean neighbors has been fraught with tensions. This course will examine these relationships through political science texts and with the aid of films and novels.

*Jonathan Laurence*

**POLI2469 The Politics of Japan and the Republic of Korea (Fall: 3)  
Offered Periodically**

**This course is restricted to sophomores, juniors, and seniors only.**

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*

**POLI2512 The Causes of War (Spring: 3)**

**Offered Periodically**

In the first two-thirds of the course we will survey the major strands of theory concerning the causes of war and apply them to the First World War—a monumental human disaster for Europe and a pivotal event in world politics, therefore making it a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier as well as new ones.

*Timothy Crawford*

**POLI2518 Ideas, Values, and American Foreign Policy (Fall: 3)**

**Offered 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*

**POLI2523 Intelligence and International Security (Spring: 3)**

**Offered Periodically**

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure in times of war and peace. Finally, we will explore intelligence's role in today's most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.

*Timothy Crawford*

**POLI2525 Politics and Institutions of International Economics**

**(Fall: 3)**

**Offered 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*

**POLI2531 Politics of Energy and Climate in the U.S. and  
International Perspective (Spring: 3)**

**Cross listed with INTL2531**

**Offered Periodically**

Why is energy and climate 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; evaluate the implications of climate disruption and the solutions across the sixty largest greenhouse gas emitting states; and analyze how energy and climate politics shapes global security and sustainability. Class members will also conduct a global climate negotiation and study in depth the regional security and political economy of the (Persian) Gulf states.

*David A. Deese*

**POLI2541 Global Governance (Fall: 3)**

**Offered 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 policy areas such as human rights, fragile states, the global economy, and the environment.

*Jennifer L. Erickson*

**POLI2548 The World Wars: Causes, Conduct and Unintended  
Consequences (Spring: 3)**

**Offered Periodically**

This course examines the origins, military conduct, and societal consequences of World War I and World War II. We will look at each war from the perspective of state leaders designing their state's military strategy and the soldiers fighting for them. What caused the outbreak of each war? What was each state's military strategy and how did it interact with the strategies of other states? Why were so many soldiers willing to risk their lives and kill others on an unprecedented scale of destructiveness? Topics covered include: the social, political, and technological developments necessary to fight wars of this scale; domestic, accidental and interstate 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, economic, and interstate 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 to Present (Spring: 3)**

**Offered Periodically**

This course examines the causes, conduct, 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 strategies of containment, engagement, and rollback; U.S. policy in the Western Hemisphere; the evolution of U.S. nuclear doctrine; détente; 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 and Trump presidencies.

*Lindsey A. O'Rourke*

**POLI2602 Politics and Comedy (Fall: 3)**

**Offered Periodically**

A close reading of the eleven plays of the ancient Greek playwright Aristophanes, who combines bawdy humor with political wisdom.

*Robert C. Bartlett*

**POLI2615 Islam and Liberal Democracy (Fall: 3)**

**Cross listed with ICSP2615**

**Offered Annually**

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

*David DiPasquale*

**POLI2616 Realism and Idealism in Political Thought (Fall: 3)**

**Offered 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*

**POLI2626 Shakespeare's Politics (Spring: 3)**

**Offered Periodically**

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays.

*Nasser Behnegar*

**POLI2638 Islamic Political Philosophy (Spring: 3)**

**Cross listed with ICSP2638**

**Offered Periodically**

**This course is restricted to sophomores, juniors, and seniors, only.**

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*

**POLI2659 Liberal Democracy and Its Critics (Spring: 3)**

**Offered Periodically**

The worldwide expansion of liberal democracy is perhaps the most important trend of recent history. Yet difficulties and attacks have arisen, in practice and theory. Leading democracies are weighed down by debt and divisions; the successes of an authoritarian brand of mass production earn increasing respect for China. Also, deep critiques have

arisen from environmentalists, communitarians, multiculturalists, and post-modernists. The course examines the foundations of our liberal democratic way of life and leading challenges to it.

*Matthew Berry*

**POLI2665 The Question of Justice (Spring: 3)**

**Offered Annually**

**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.

*Nasser Behnegar*

**POLI3303 The Federal Judiciary: Its Role in American Government (Fall: 3)**

**Offered Periodically**

**This course is class restricted to juniors and seniors.**

This course will combine a detailed examination of the history, structure and operation of U.S. federal courts (district and circuit courts as well as the Supreme Court) with exploration of the guiding principles and methods of judicial decision-making. Readings will include key court opinions, historical and political science studies, and legal commentaries.

*George A. O'Toole, Jr.*

**POLI3340 Seminar: Democracy and Our Schools (Fall: 3)**

**Offered Periodically**

**This seminar is restricted to juniors and seniors only.**

This course examines K–12 education policy through the lens of American politics. On the one hand, schools influence American democracy by cultivating norms of civic and political engagement among youth. Yet public schools are also agencies of government, which means that education policy is established through democratic political processes. This interplay between democracy and education raises fundamental questions about the consequences of living in a nation that relies on elected officials to govern its schools. We begin by examining contestation over the very purposes of public education. We then assess the formal institutions, groups, and ideas that shape education policymaking. Along the way we will be guided by questions such as: Does democracy compromise educational equity? How much say should the public have in determining education policy? Should schools be organized primarily by politics or by markets?

*Michael Hartney*

**POLI3404 Seminar: The Anatomy of Dictatorship (Fall: 3)**

**Offered 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*

## ARTS AND SCIENCES

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### **POLI3416 Race and Ethnicity in Latin America (Spring: 3)**

#### **Offered Periodically**

**This course is restricted to sophomores, juniors, and seniors. Students who have previously taken POLI2411 should not take this course.**

This course examines the politics of ethnicity and race in contemporary Latin America. Our focus will be on the struggles of indigenous peoples and people of African descent to create more just, egalitarian, and rights-respecting societies and political systems. Prior course work on Latin America is highly recommended.

*Jennie Purnell*

### **POLI3425 Democracy in Africa (Spring: 3)**

#### **Offered Periodically**

**This course is class restricted to sophomores, juniors, and seniors.**

This is an advanced undergraduate seminar on African political systems. In this course we will be studying theories of democracy, democratization, and democratic erosion, applied to Sub-Saharan Africa. We will discuss elections and voting behavior, but we will also examine a variety of forms of non-electoral political participation. To understand different democratic trajectories, we will consider the impacts of political parties, customary authorities, post-conflict power-sharing, social movements, and regionalism.

*Lauren Honig*

### **POLI3444 Seminar: Intellectuals and Politics in the Middle East (Fall: 3)**

#### **Offered Periodically**

**Open to juniors and seniors only.**

This course examines the role of intellectuals, both religious and secular, in several Middle Eastern countries in analyzing the key problems of their societies, articulating visions for change, supporting or challenging the political status quo, and at times acting directly as agents of social change. The main themes to be explored in the works of a number of prominent Middle Eastern intellectuals include: the conflict between tradition and modernity; the encounter with the West and the quest for authenticity; secularism, human rights, minority rights, and democracy; and reformist versus radical strategies for political, social, and cultural change.

*Ali Banuazizi*

### **POLI3510 Globalization (Fall/Spring: 3)**

#### **Cross listed with INTL3510**

#### **Offered Annually**

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty, democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

*Paul Christensen*

### **POLI3520 Seminar: Globalization and National Security (Fall: 3)**

#### **Offered Periodically**

How have accelerated forces of globalization in recent decades affected national security? This course examines how globalization can amplify, change, and create challenges to state security. Through discussion and written work, this seminar addresses three major questions: (1) How do we define the concept of national security?; (2) How

do states understand the complex and changing relationship between globalization and national security?; and (3) How do states respond to old and new national security challenges brought on by increased economic globalization and interdependence? We will explore these three interrelated questions in the context of a number of issue areas, such as conflict, defense procurement, trade, terrorism, and the environment.

*Jennifer L. Erickson*

### **POLI3521 International Law (Fall: 3)**

#### **Cross listed with INTL3521**

#### **Offered Annually**

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*

### **POLI3617 Hegel and Marx (Spring: 3)**

#### **Offered Periodically**

**This course is restricted to sophomores, juniors and seniors.**

**Students must have previously taken POLI1021 How to Rule the World or POLI1041 Fundamental Concepts of Politics or a political theory course.**

This course will examine the writings of two pivotal figures in the history of political philosophy. The course will begin with a brief treatment of Kant and focus on their different views of historical progress.

*Paul T. Wilford*

### **POLI4449 Domestic Politics of Post-1945 Europe (Spring: 3)**

#### **Offered Periodically**

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

*Jonathan Laurence*

### **POLI4690 The Political Philosophy of Alfarabi (Spring: 3)**

#### **Offered Periodically**

In the Muslim world today, more than ever there is an effort to locate the key figures of Islamic civilization and to situate them in a contemporary context. Alfarabi (d. 950) founded the main tradition of philosophy in the Islamic world. Regarded by his successors such as Avicenna (Ibn Sina), Averroes (Ibn Rushd) and Maimonides as the “Second Teacher” or greatest philosophical figure following the death of Aristotle, Alfarabi was understood to have been the leading authority in two fields of study, namely, logic and political science. This course will involve a close reading of *The Philosophy of Plato and Aristotle*. No prior acquaintance with the Arabic language or Islamic philosophy is necessary.

*David M. DiPasquale*

**POLI4901 Reading and Research-Undergraduate (Fall/Spring: 3)****Offered Annually****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)****Offered Annually****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: Power Transitions in Theory and History (Fall: 3)****Offered Periodically**

The seminar presents multiple analytical and historical perspectives on power transitions among the great powers in international politics. It considers the role of power transitions/rising powers as a source of great power hegemonic war, as well as other sources of war that may affect the likelihood of a power transition war. It examines these issues from both multiple theoretical perspectives and through the analysis of significant cases studies of power transitions. It concludes with an effort to understand the implications of the rise of China and the U.S.-China power transition for great power peace from both theoretical and historical perspectives.

*Robert Ross***POLI4932 Honors Seminar: The Changing World of American Politics (Spring: 3)****Offered Periodically**

Most of the conventional wisdom about American politics was formed in the twentieth century. But the twenty-first century has turned out to be unexpectedly eventful so far, challenging many previous assumptions about the behavior of American citizens and the operation of their government. This seminar will survey a number of important recent scholarly studies across a wide range of topics, including public opinion, the news media, Congress, political parties and elections, national policy-making, and racial and ethnic politics, in order to investigate how much and in what respect the American political world has changed over the past two decades.

*David Hopkins***POLI4951 Senior Thesis I (Fall: 3)****Offered Annually**

Students interested in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encouraged to contact individual faculty members about their topic.

*The Department***POLI4952 Senior Thesis II (Spring: 3)****Offered Annually****By arrangement; by instructor permission.**

Students interested 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)****Offered Annually****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 encouraged 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)****Offered Annually**

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

**Scott D. Slotnick**, *Professor*; M.S., Ph.D., University of California,

Berkeley

**Ellen Winner**, *Professor; Chairperson of the Department*; B.A.,

Radcliffe College; Ph.D., Harvard University

**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College;

Ph.D., Columbia University

**Sara Cordes**, *Associate Professor*; B.A., University of California; M.S.,

Ph.D., Rutgers University

**Michael Moore**, *Associate Professor*; A.B., A.M., Ph.D., Harvard

University

**Gorica D. Petrovich**, *Associate Professor*; B.S., University of Belgrade,

Serbia; Ph.D., University of Southern California

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D.,

Harvard University

**Ehri Ryu**, *Associate Professor*; M.A., Ph.D., Arizona State University**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A.,

Ph.D., The Catholic University of America

**Hao Wu**, *Associate Professor*; B.S., Beijing University; Ph.D. Ohio

State University

**Liane Young**, *Associate Professor*; B.A., Harvard College; Ph.D.,

Harvard University

**John Christianson**, *Assistant Professor*; B.A., Susquehanna University;

M.A., Ph.D., University of New Hampshire

**Joshua Hartshorne**, *Assistant Professor*; B.A., Oberlin College; M.A.,

Ph.D., Harvard University

**Katherine McAuliffe**, *Assistant Professor*; B.Sc., University of King's

College and Dalhousie University; M. Phil., University of Cambridge;

Ph.D., Harvard University

**Michael McDannald**, *Assistant Professor*; B.A., University of Illinois at

Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

**Maureen Ritchey**, *Assistant Professor*; B.A., University of Notre Dame;

Ph.D., Duke University

**Gene Heyman**, *Senior Lecturer*; B.A., University of California at

Riverside; Ph.D., Harvard University



## ARTS AND SCIENCES

**Jeffrey A. Lamoureux**, *Senior Lecturer*; A.B., University of Vermont; Ph.D., Duke University

**Barry Schneider**, *Senior Lecturer*; Ph.D., University of Toronto

**Andrea Heberlein**, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

**Sean MacEvoy**, *Lecturer*; Sc.B., Ph.D., Brown University

### Contacts

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### 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. Premed students who are interested in majoring in Psychology are advised to pursue the Psychology B.S. major.

### Requirements for B.A. Majors

Students must take a minimum of **33 credits** in the Department, including the following required courses:

- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order (3 credits each).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible.
- At least three 2000-level courses, which must include at least one course each from three of the following four clusters (3 credits each):
  - Biological (PSYC2285 or PSYC2289)
  - Cognitive (PSYC2272 or PSYC2274)
  - Developmental and Clinical (PSYC2234 or PSYC2260)
  - Social and Personality (PSYC2241 or PSYC2242)
- Four additional courses in Psychology, at least three of which must be at the 3000-level or higher and the fourth course at the 2000-level or higher. (3 credits each)

### Requirements for B.S. Majors

Students must take a minimum of **59 credits**, including the following required courses:

- **30 credits** within the Department
- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order (3 credits each).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible. The Research Practicum option is recommended for Psychology B.S. majors.
- PSYC2285 Behavioral Neuroscience (3 credits)
- Either of the following courses (3 credits):
  - PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates
  - PSYC2274 Sensation and Perception
- Any one of the following courses (3 credits):
  - PSYC2234 Abnormal Psychology
  - PSYC2241 Social Psychology
  - PSYC2242 Personality Theories
  - PSYC2260 Developmental Psychology

- Three Psychology neuroscience courses (3 credits each): one from one of the following clusters, and two from the other cluster. One of these three courses must be a designated laboratory course from one of these clusters. A Research Practicum may also be used to fulfill this designated laboratory requirement, but the Research Practicum will not count toward one of these three required neuroscience cluster courses.

**Cognitive/Affective Neuroscience Cluster:**

PSYC3329 Psychophysiology of Stress  
 PSYC3338 Topics in Abnormal Psychology  
 PSYC3341 Psychology of Morality  
 PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain  
 PSYC3372 Affective Neuroscience  
 PSYC3373 Learning and Motivation  
 PSYC3374 Cognitive Aging  
 PSYC3375 Psychology and Neuroscience of Human Memory  
 PSYC3378 Vision  
 PSYC3379 Disorders of Language and Communication  
 PSYC3391 Ethical Controversies in Psychology and Neuroscience  
 PSYC4437 Stress and Behavior  
 PSYC4472 Social Neuroscience  
 PSYC4473 Event-Related Potentials (laboratory course)  
 PSYC4476 Cognitive Neuroscience of Memory  
 PSYC5540 Advanced Topics in Social Psychology  
 PSYC5541 Moral Emotions  
 PSYC5571 Controversies in Cognitive Neuroscience  
 PSYC5574 Neuroscience of Sensation and Perception  
 PSYC5575 Advanced Affective Neuroscience  
 PSYC5576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Ritchey, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

PSYC4490 Senior Thesis I (laboratory course)  
 PSYC4495 Senior Honors Thesis I (laboratory course)  
 PSYC4497 Scholars Project Research (laboratory course)

**Systems Neuroscience Cluster:**

PSYC3376 Developmental Neuroscience  
 PSYC3380 Neuroscience of Psychopathology  
 PSYC3381 Neural Circuits for Emotional Memory  
 PSYC3382 Neurobiology of Stress  
 PSYC3383 Neurobiological Basis of Learning and Memory  
 PSYC3384 Neurophysiology  
 PSYC3385 Neurobiology of Motivation and Emotion  
 PSYC3386 Psychopharmacology  
 PSYC3388 Neurobiology of Eating and Eating Disorders  
 PSYC3389 Sex and Aggression  
 PSYC3390 Neurobiology of Psychiatric Disorders  
 PSYC5580 Neural Systems and Stress  
 PSYC5581 Neurobiology of Mental Illness  
 PSYC5583 Molecular Basis of Learning and Memory  
 PSYC5585 Brain Systems: Motivation and Emotion

Any one of the following courses in a Behavioral Neuroscience laboratory (Christianson, McDannald, Petrovich). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):

PSYC4490 Senior Thesis I (laboratory course)  
 PSYC4495 Senior Honors Thesis I (laboratory course)  
 PSYC4497 Scholars Project Research (laboratory course)

Minimum of **29 credits** outside the Department

- Three Biology Courses (at least 9 credits total):  
 BIOL2000 Molecules and Cells
- Any two of the following Biology courses:  
 BIOL2010 Ecology and Evolution  
 BIOL3030 Introduction to Physiology  
 BIOL3040 Cell Biology  
 BIOL3150 Introduction to Genomics  
 BIOL3190 Genetics and Genomics  
 BIOL4260 Human Anatomy  
 BIOL4320 Developmental Biology  
 BIOL4350 Biological Chemistry  
 BIOL4420 Principles of Ecology  
 BIOL4450 Animal Behavior  
 BIOL4590 Introduction to Neuroscience  
 BIOL4850 Research in Neuroscience Lab  
 BIOL5270 Neurobiology of Disease  
 BIOL5510 Cell Biology of the Nervous System
- Two Chemistry courses (8 credits total):  
 CHEM1109 General Chemistry I with Lab (CHEM1111)  
 CHEM1110 General Chemistry II with Lab (CHEM1112)
- Two Mathematics courses (at least 6 credits total):  
 Two courses at the level of MATH1100 or above (MATH1004 Finite Probability and Applications is also accepted). MATH1100 and MATH1101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):  
 At least two additional upper-level, one-semester courses from Chemistry, Physics, Biology, or the Psychology Cognitive/Affective Neuroscience or Systems Neuroscience clusters listed above. Students planning on applying to Doctoral Programs in Neuroscience should consult with their advisor about which of these courses to choose. Biology and Physics courses must be 3000-level or above. Chemistry courses must be 2000-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.
- Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CHEM2231 Organic Chemistry I and CHEM2232 Organic Chemistry II, or PHYS2209 Introduction to Physics I and PHYS2210 Introduction to Physics II.

**Advanced Placement**

For either the Psychology B.A. major or the Psychology B.S. major a score of four or five on the A.P. Psychology examination may be substituted for either PSYC1110 or PSYC1111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional upper level Psychology course (one numbered 2000 or higher) to complete their major in Psychology.

The Department also accepts a score of four or five on the A.P. exam for the natural science and math courses associated with the Psychology B.S. major. Students are not required to take any additional upper-level courses to replace these natural science and math substitutions.

### Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PSYC4490 in the fall and/or PSYC4491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I (PSYC1120) and either PSYC1121 or a Research Practicum before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

### Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program and obtain licensure to practice in a clinical field.

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](http://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 3.6. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application

by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 15 of their junior year, students need to submit a Thesis Proposal Approval Form to the Psychology Department. Students then begin the process of executing the research plan and continue to work on the research project (including data collection and analysis and completing the final written thesis) throughout the senior year.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PSYC4495–4496 Senior Honors Thesis I and II. 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 MCAS 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](http://www.bc.edu/psychology) for additional information on these areas.

#### **Fifth Year Program: B.A./M.S.W.**

Please note: This program is available only to Psychology B.A. majors.

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology B.A. major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year. Contact faculty advisor Michael Moore in the Psychology Department for more information.

#### **Faculty Advisement**

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty members provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor. Students who desire to change advisors should contact the associate chair.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

#### **Social Science Core Requirements**

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 1010 and 1111 (e.g., PSYC1011, PSYC1021, PSYC1029, PSYC1032, PSYC1072, PSYC1110, and PSYC1111).

Students receiving a four or five on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

#### **Prerequisites**

Prerequisites for courses, if any, are listed with each course description. If none 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–PSYC1099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but do not provide credit toward completion of the Psychology major.

**PSYC1110–PSYC1111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.

**PSYC1120–PSYC1999:** Introductory, statistical, and methodological courses that are required for Psychology majors.

**PSYC2000–PSYC2999:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.

**PSYC3000–PSYC3999:** More advanced and/or specialized courses, requiring one or more 2000-level courses as prerequisites.

**PSYC4000–PSYC4999:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.

**PSYC5000–PSYC5999:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.

**PSYC6000 and above:** Graduate-level courses.

#### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**PSYC1011 Psychobiology of Mental Disorders (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**Does not provide credit toward completion of the Psychology major.**

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and lifestyle.

*Joseph Tecce*

**PSYC1032 Science of Emotion (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**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*

**PSYC1091 Thinking about Feelings: The Psychology of Emotion (Fall: 3)**

*Corequisite:* ENGL1723.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

How does the language that we speak shape our emotional concepts? Is our emotional experience different than that of someone from a different culture? How do we recognize others' emotions? Does emotion get in the way of making good decisions, or does it help? We will discuss these and other questions from the perspective of psychological science, focusing on the ways that questions are formulated into experiments and answered using scientific methods. Through this course, students will learn about both classic and current research on emotion, gain experience with designing an experiment, and develop skills in reading scientific research articles.

*Andrea Heberlein*



**PSYC1092 Humans and Other Animals: The Mental Life of Animals (Fall: 3)**

*Corequisite:* UNAS1703.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

The primary goal of this course is to compare and contrast the cognitive abilities of humans and nonhumans. We will focus on the study of animal behavior and cognition, from the landmark contributions of Darwin through Lorenz's ethological contributions and the modern evolutionary psychology movement in which both human and animal behavior is viewed through an adaptationist perspective. We will also debunk the overly-simplified nature-nurture dichotomy and develop a more sophisticated view of behavioral development, considering in turn several behaviors fundamental to survival such as: reproduction, antipredator behavior, energy regulation (i.e., sleeping and feeding), and intraspecific communication.

*Jeffrey Lamoureux*

**PSYC1110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

This is one of two introductory courses required for Psychology majors. The course focuses on basic brain function (how neurons work, brain plasticity, and drug effects) and genetic influences on psychological functions (including attitudes), and introduces students to fundamental features of learning, motivation, appetite, memory, and perception, along with their biological underpinnings. A major course theme is the physical bases of psychological phenomena.

*Gene Heyman*

**PSYC1111 Introduction to Psychology as a Social Science (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**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/Spring: 3)**

*Corequisite:* PYSC1122.

**Offered Annually**

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).

*Ebri Ryu*

**PSYC1121 Introduction to Behavioral Statistics and Research II (Spring: 3)**

*Prerequisite:* PSYC1120.

*Corequisite:* PSYC1123.

**Offered Annually**

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*

**PSYC2200 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with SOCY5565 and SCWK6600**

**Offered Annually**

**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*

**PSYC2205 Undergraduate Research (Fall/Spring: 3)**

**Offered Annually**

An opportunity to participate in research projects in the laboratory of a faculty member. Students are encouraged to obtain permission of the instructor before they register for their other courses, so that they may keep open the time slot for the laboratory meetings associated with the laboratory. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Research, then Research Courses and Registration.

*The Department*

**PSYC2206 Independent Study (Fall/Spring: 3)**

**Offered Annually**

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member within the Psychology Department. A student may obtain the consent of a faculty member to serve as his or her instructor by contacting the faculty member directly. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Research, then Research Courses and Registration.

*The Department*

**PSYC2234 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC1110.

**Offered Annually**

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.**Offered Annually**

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.**Offered Annually**

Does personality make us who we are? Whether selecting a mate, voting for a president, or understanding ourselves, we want and need to know about personality. In this course we consider how personality can be measured, how well it predicts behavior, what shapes our personality, and whether personality can be changed.

*James Russell***PSYC2260 Developmental Psychology (Fall/Spring: 3)***Prerequisite:* PSYC1111.**Offered Annually**

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

*Sara Cordes***PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates (Fall/Spring: 3)***Prerequisite:* PSYC1110.**Offered Annually**

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.**Offered Annually**

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 Sport Psychology (Summer: 3)****Offered Annually**

A survey of the field of sport psychology with emphasis on the role of athletics throughout the life cycle. Examines the recent trend of increased participation by children in organized sports at earlier ages, the impact of parental dynamics, the growing interest in continuing athletic participation

over the life cycle, the economic and social expectations and their implications for psychological development. Discusses issues addressed by sport psychologists including those relating to performance, stress and self esteem.

*Kristy Moore***PSYC2285 Behavioral Neuroscience (Fall/Spring: 3)***Prerequisites:* PSYC1110, or BIOL1100–1102, or BIOL2000–2010.**Offered Annually**

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.**Offered Annually**

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***PSYC3331 Developmental Psychopathology (Fall/Spring: 3)***Prerequisite:* PSYC2260.**Offered Annually**

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)****Offered Annually**

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.

**Offered Annually**

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)**

*Prerequisites:* PSYC1110 and PSYC2234.

**Offered Annually**

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*

**PSYC3339 Understanding Autism Spectrum Disorder (Fall/Spring: 3)****Offered Annually**

This course provides a comprehensive overview of the autism spectrum and related disorders from infancy through adulthood. We will investigate topics in etiology and genetics, deficits in social cognition and perception, diagnosis and assessment, and treatment and advocacy. Students will also become familiar with scientific writing and primary literature.

*John Knutsen*

**PSYC3345 Social Motivation (Fall/Spring: 3)****Offered Annually**

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*

**PSYC3363 Language Acquisition and Development (Fall/Spring: 3)****Offered Annually**

**There are no formal prerequisites. Prior coursework in psychology is highly recommended.**

Children have an instinct for language. Every typically-developing child learns language—something neither our most powerful machines or smartest non-human animals can do. Even adults do not learn language as quickly or successfully as children. If not exposed to a language, children will invent one. In this course, we try to understand how children learn language, why animals, machines, and adults have so much difficulty learning language, and what the answers to these questions say about what it means to be human. In addition to learning about language, students will engage in hands-on laboratory research, resulting in a scientific publication. No knowledge of statistics or computer programming is required; students will learn all required statistics and programming during the course of the semester.

*Joshua Hartshorne*

**PSYC3367 Psychology of Art (Fall/Spring: 3)****Offered Annually**

This course considers philosophical questions about art such as these: Can art be defined? Can art express emotion? Why do we enjoy sadness and fear in art but not life? Are aesthetic judgments just matters of subjective taste? What's wrong with a perfect fake? We will focus on experiments from psychology that attempt to answer these questions with empirical evidence.

*Ellen Winner*

**PSYC3369 Understanding the Social World: Social Cognition in Humans and Other Animals (Fall/Spring: 3)**

*Prerequisite:* PSYC2241.

**Offered Annually**

This course will address the puzzle of how we make sense of our social world by focusing on questions such as: how do we carve our world into meaningful social groups, understand what others are thinking and maintain productive cooperative relationships? These questions will be tackled using both developmental and comparative approaches, with the goal of understanding how social cognition takes shape over childhood and what aspects of human social cognition are shared with other animals.

*Katherine McAuliffe*

**PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain (Fall/Spring: 3)**

*Prerequisites:* PSYC1110, PSYC1111, and PSYC2272.

**Offered Annually**

Have you ever wondered where your memories are stored? Or how we perceive a rich visual world based on simple changes in light? Or what is going on in your brain when you're distracted during class? Cognitive neuroscience aims to reveal the connections between mind and brain, linking cognitive phenomena to neurobiological processes. This course will introduce the neural bases of perception, attention, memory, emotion, and other cognitive functions, as well as the key research methods used to investigate these topics (functional MRI, EEG, lesion studies, neurostimulation). The course will also encourage critical evaluation of the scientific evidence presented in primary research articles in cognitive neuroscience. Class periods will include instructor-led lectures as well as team-led discussions of primary research articles.

*Maureen Ritchey*

**PSYC3373 Learning and Motivation (Fall/Spring: 3)**

*Prerequisite:* PSYC1110 is suggested but not required.

**Offered Annually**

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*

**PSYC3376 Developmental Neuroscience (Fall/Spring: 3)**

*Prerequisite:* PSYC2285.

**Offered Annually**

Developmental Neuroscience covers the principles governing the development of the nervous system. These principles include (but are not limited to) induction, neurogenesis, cell migration, differentiation, axonal guidance, pattern formation, synaptogenesis, and experience

dependent development of the nervous system. Principles of neural development are illustrated by research in a variety of vertebrate and invertebrate organisms. Students must have taken Introduction to Neuroscience and be comfortable with cellular and molecular biology.

*Marilee Ogren*

**PSYC3377 Psycholinguistics (Fall: 3)**

Prerequisite: Some background in linguistics or psychology recommended.

**Cross listed with LING3361**

**Offered Biennially**

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language by both children and by adults; and the innateness hypothesis.

*Margaret Thomas*

**PSYC3379 Disorders of Language and Communication**

(Fall/Spring: 3)

**Offered Annually**

*Hiram Brownell*

**PSYC3381 Neural Circuits for Emotional Memory (Fall/Spring: 3)**

Prerequisite: PSYC2285 or similar introduction to neuroscience course.

**Offered Annually**

Our lives are shaped by the timeline and consequences of emotionally meaningful experiences. This course will introduce students to the primary literature that seeks to uncover the basis for putting emotional memories into storage within the brain. Readings will emphasize the networked nature of neural circuits which convey sensory stimuli with appraisal and memory circuits which are useful to assign valence to the outcomes of events. Going further, readings and coursework will investigate the synaptic and molecular events that provide the biological machinery for plasticity within neural circuits for emotion. There is a strong emphasis on anatomical and molecular biological principles.

*Ki Goosens*

**PSYC3383 Neurobiological Basis of Learning (Fall/Spring: 3)**

Prerequisite: PSYC2285 or an equivalent neuroscience course.

**Offered Annually**

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 (Fall/Spring: 3)**

Prerequisite: PSYC2285.

**Offered Annually**

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.

**Offered Annually**

This course explores psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry as associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced, including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

*Jeffrey Lamoureux*

**PSYC3388 Neurobiology of Eating and Eating Disorders**

(Fall/Spring: 3)

Prerequisite: PSYC2285 or PSYC3384.

**Offered Annually**

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory. The course will explore the current neuroscience findings from animal models, and human studies relevant to appetite, regulation of eating, and eating disorders.

*Gorica Petrovich*

**PSYC3390 Neurobiology of Psychiatric Disorders (Fall/Spring: 3)**

Prerequisite: PSYC2285.

**Offered Annually**

All people are directly or indirectly impacted by psychiatric disorders. It is now clear that virtually all psychiatric disorders have their basis in the brain. This course will explore the neurobiology of psychiatric disorders. We will focus particularly on clinical studies examining brain function in people with psychiatric disorders and animal models aiming to better understand these disorders. Students are expected to have a strong background in neuroscience prior to entering this course.

*Michael McDannald*

**PSYC3391 Ethical Controversies in Psychology and Neuroscience (Fall/Spring: 3)**

Prerequisite: A 2000-level Psychology elective or permission of the instructor.

**Offered Annually**

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



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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*

### **PSYC4431 Positive Psychology (Fall/Spring: 3)**

*Prerequisites:* PSYC1121 and either PSYC2241 or PSYC2242.

#### **Offered Annually**

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. Introductory course in statistics.

#### **Offered Annually**

Course provides a selective survey of drug use and abuse. Students will have the opportunity to explore the social and economic correlates of drug overdoses, using published but often difficult to access data from health services, judicial agencies, and behavioral science researchers. Class discussion and short writing assignments are an essential feature of the course. Goals include practice writing brief reports, critical analysis of claims about addiction, and practice analyzing and synthesizing quantitative data on features of drug use and its correlates. Familiarity with Excel is helpful but not essential.

*Gene Heyman*

### **PSYC4435 Images of Mental Illness in Film and Literature**

**(Fall/Spring: 3)**

*Prerequisite:* PSYC2234.

#### **Offered Annually**

This course is devoted to the representations of mental illness in film and literature, which are often more complex and more personal than the descriptions of psychological disorders in scientific writings. Students deepen their understanding of abnormal psychology as they criticize material from selected books and films containing depictions of disorders. These creative works will be examined in terms of the possible motivation of the authors and filmmakers and the potential for the creative works to decrease or increase stigma. The messages conveyed about the nature of abnormality are emphasized throughout the course. The course concludes with consideration of the ways in which psychologists and other mental-health professionals are depicted in these media.

*Barry Schneider*

### **PSYC4436 Clinical Fieldwork in Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC3336.

#### **Offered Annually**

**Seniors only. Priority will be given to students who are in the Clinical Concentration.**

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison).

Students’ work in the field will involve at least eight hours per week with weekly, 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*

### **PSYC4439 Research Practicum in Child and Adolescent Clinical Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC1120.

#### **Offered Annually**

This practicum focuses on research inspired by the assumption that faulty interpersonal interactions are at the core of psychological disorders of children and adolescents. Research methods for studying both peer and family relationships are considered as well as standard tools for the identification of participants for clinical research. Students will participate in the analysis of data on interpersonal relationships and adjustment. They will learn to interpret the data and write a manuscript in APA style.

*Barry Schneider*

### **PSYC4441 Research Practicum in Sport and Exercise Psychology (Fall/Spring: 3)**

#### **Offered Annually**

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)**

*Prerequisite:* PSYC1120.

#### **Offered Annually**

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations. We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.

*Andrea Heberlein*

### **PSYC4447 Individual Differences and Social Behavior (Fall/Spring: 3)**

*Prerequisites:* PSYC1111, PSYC1120, PSYC1121, and either PSYC2241 or PSYC2242.

#### **Offered Annually**

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*

**PSYC4465 Research Practicum in Developmental Psychology****(Fall/Spring: 3)***Prerequisites:* PSYC1120 and PSYC2260.**Offered Annually***Stacey Topper***PSYC4466 Current Issues in Developmental Psychology****(Fall/Spring: 3)***Prerequisite:* PSYC2260.**Offered Annually****Recommended for juniors and seniors**

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.

*Michael Moore***PSYC4470 Research Practicum in Cognitive Psychology****(Fall/Spring: 3)****Offered Annually**

This course introduces students to the research process in cognitive psychology and cognitive neuroscience. The semester starts with a review of experimental design, common paradigms, statistical analysis, critical reading of journal articles, and ethics. Then, students work individually or in small groups to carry out a research project in an area of language or cognition that relates to cognitive neuroscience. Possible research topics are discussed in class. The research project entails reviewing the psychological and neuroscientific literature, identifying an appropriate research topic, designing and carrying out an empirical study, and evaluating and communicating the results.

*Hiram Brownell***PSYC4471 Research Practicum in Experimental Psychology****(Fall/Spring: 3)***Prerequisites:* PSYC1110, PSYC1120.**Offered Annually**

Students will conduct experiments on cognition and decision making, evaluate social and psychological aspects of opiate use as measured by mortality and social-economic measures, and learn how to write APA-style research reports. Class readings provide the conceptual background for our studies. Class discussion focuses on the readings and methods for analyzing and presenting our research results.

*Gene Heyman***PSYC4474 Research Practicum in Sensation and Perception****(Fall/Spring: 3)****Offered Annually**

The course will introduce students to experimental methods used to understand human perception. In a hands-on, laboratory-style course format, students will become familiar with the process of designing perceptual experiments and the collection and analysis of perceptual data. As a final project, with guidance from the instructor each student will complete a perceptual experiment and prepare a report of their work in the style of a scientific publication.

*Sean MacEvoy***PSYC4477 Research Practicum in Cognitive Neuroscience****(Fall/Spring: 3)****Offered Annually**

This course will provide an introduction to experimental methods used to understand how cognitive processes are implemented in the human brain. Topics will include research ethics, experimental design, appropriate

use of statistical analysis, and methods for measuring and perturbing brain function. We will read and discuss research articles highlighting recent methodological advances and debates in psychology and neuroscience. In a series of hands-on projects, students will design and implement a cognitive neuroscience-motivated behavioral experiment, as well as interact with existing functional magnetic resonance imaging (fMRI) datasets.

*Maureen Ritchey***PSYC4490 Senior Thesis I (Fall: 3)****Offered Annually**

**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. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Academic Opportunities, then Honors Program and Senior Thesis.

*The Department***PSYC4491 Senior Thesis II (Spring: 3)****Offered Annually**

**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)****Offered Annually**

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. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Academic Opportunities, then Honors Program and Senior Thesis.

*The Department***PSYC4496 Senior Honors Thesis II (Spring: 3)****Offered Annually**

**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)****Offered Annually**

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.

**Offered Annually**

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.

**Offered Annually**

This course provides an introduction to the theory and application of multiple regression analysis. The topics are multiple regression, treatment of categorical predictors, test of interaction effect, statistical assumptions, regression diagnostics, and regression analysis for categorical dependent variable.

*Ebri Ryu*

**PSYC5503 Nonparametric and Resampling Methods (Fall/Spring: 3)**

*Prerequisite:* Students must have taken an undergraduate class that covers at least one and two sample *t* tests, preferably also one way ANOVA, correlation and regression.

**Offered Annually**

This is an introductory class to nonparametric statistical methods. Unlike parametric methods, nonparametric methods do not make strong assumptions about the shape of the data distribution (e.g., normality) or the functional form of a relationship (e.g., linearity), making it applicable to a wider range of problems. Topics will be sampled from the following: traditional rank based tests and point and interval estimates; nonparametric bootstrap methods; permutation tests; splines.

*Hao Wu*

**PSYC5543 Current Topics in Moral Psychology (Fall/Spring: 3)****Offered Annually**

In this graduate seminar, students will engage with current themes and research on moral psychology. Sample topics: intentions and motivations; status, class, power; punishment and forgiveness; free will and the self.

*Liane Young*

**PSYC5561 Mathematical Cognition and Learning (Fall/Spring: 3)**

*Prerequisites:* PSYC2260, PSYC2272, and PSYC2274. Developmental Psychology and/or Cognitive Psychology and/or Sensation and Perception.

**Offered Annually**

How do we think about number? Relying upon developmental, cross-cultural, and comparative studies, this course will examine the basis of numerical and mathematical abilities, and the acquisition of formal mathematical skills (including verbal counting, formal arithmetic, and even rational numbers/algebra). Topics will include: infant and non-human animal numerical capacities; the relation between time, space, and number; symbolic and non symbolic mathematical reasoning; the acquisition of verbal counting; the influence of social contexts on mathematical learning; the development of math-gender stereotypes; proportional reasoning.

*Sara Cordes*

**PSYC5564 Computational Models of Cognition (Fall/Spring: 3)**

*Prerequisites:* Two courses in computer programming and undergraduate courses in developmental psychology and cognitive psychology.

Students who do not have this background should consult with the instructor on how to prepare.

**Cross listed with CSCI5564****Offered Annually**

Introduction to computational theories of human cognition. Focus on principles of inductive learning and inference, and the representation of knowledge. Computational frameworks covered include Bayesian and hierarchical Bayesian models; probabilistic graphical models; non-parametric statistical models and the Bayesian Occam's razor; sampling algorithms for approximate learning and inference; and probabilistic models defined over structured representations such as first-order logic, grammars, or relational schemas. Applications to understanding core aspects of cognition, such as concept learning and categorization, causal reasoning, theory formation, language acquisition, and social inference. Undergraduate students must have some prior experience with computer programming and have taken at least five courses in psychology and/or computer science (or instructor permission). Graduate students do not have any formal prerequisites but are encouraged to take into account the undergraduate prerequisites when planning their course of study.

*Joshua Hartshorne*

**PSYC5565 Origins of Virtue (Fall/Spring: 3)**

*Prerequisite:* PSYC2260.

**Offered Annually**

Drawing on experimental work with adults, children, and animals, this graduate seminar will explore the origins of virtue. This course is discussion-based and reading/writing intensive. Each meeting will focus on the origins of a different virtue such as justice, honesty, trustworthiness, and loyalty. Students will gain familiarity with evolutionary and developmental perspectives on virtue, will have a chance to develop their own empirical approaches to the study of virtue, and will have a chance to lead class discussions.

*Katherine McAuliffe*

**PSYC5576 Methods in Human Brain Mapping (Fall/Spring: 3)****Offered Annually**

For over a century, human brain mapping has been conducted by correlating lesion location with impaired behavior. In the last two decades, functional magnetic resonance imaging (fMRI)—a noninvasive neuroimaging technique with excellent spatial resolution—has given rise to an explosion of knowledge regarding the role of specific brain regions in particular types of cognitive processing (such as shifting attention or memory retrieval). This course provides an in-depth examination of fMRI by reviewing the physical basis of the fMRI signal and its relation to neural activity in addition to considering issues of experimental design and data analysis.

*Scott Slotnick*

**PSYC5585 Advanced Brain Systems: Motivation and Emotion (Fall/Spring: 3)****Offered Annually**

This course will review the organization of neural networks that control motivated and emotional behaviors in mammals. This is a functional neuroanatomy course that will discuss how the brain regions are interconnected to form functional systems.

*Gorica Petrovich*

**PSYC6601 Structural Equation Modeling (Fall/Spring: 3)****Offered Annually**

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

*Ehri Ryu***PSYC6603 Research Workshop in Quantitative Psychology I****(Fall: 3)****Offered Annually**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6604 Research Workshop in Quantitative Psychology II****(Spring: 3)****Offered Annually**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6625 Graduate Independent Study (Fall/Spring: 3)****Offered Annually***The Department***PSYC6640 Research Workshop in Social Psychology I (Fall: 3)****Offered Annually**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department***PSYC6641 Research Workshop in Social Psychology II (Spring: 3)****Offered Annually**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*James Russell***PSYC6660 Research Workshop in Developmental Psychology I****(Fall: 3)****Offered Annually**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*Ellen Winner***PSYC6661 Research Workshop in Developmental Psychology II****(Spring: 3)****Offered Annually**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*Ellen Winner***PSYC6672 Research Workshop in Cognitive Neuroscience I****(Fall: 3)****Offered Annually**

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Elizabeth Kensinger***PSYC6673 Research Workshop in Cognitive Neuroscience II****(Spring: 3)****Offered Annually**

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Elizabeth Kensinger***PSYC6686 Research Workshop in Behavioral Neuroscience I****(Fall: 3)****Offered Annually**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich***PSYC6687 Research Workshop in Behavioral Neuroscience II****(Spring: 3)****Offered Annually**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich***PSYC6690 Scientific Writing (Fall/Spring: 3)****Offered Annually**

Writing is an essential part of science and is a craft that can be learned. In this class, students work on their own empirical articles, posters, and literature reviews.

*James Russell***PSYC6691 Professional Development Workshop I (Fall: 0)****Offered Annually**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Scott Slotnick***PSYC6692 Professional Development Workshop II (Spring: 0)****Offered Annually**

Continuation of PSYC6691.

*Scott Slotnick***Romance Languages and Literatures****Faculty**

**Matilda Tomaryn Bruckner**, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

**Rena A. Lamparska**, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**Vera Lee**, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**J. Enrique Ojeda**, *Professor Emeritus*; M.A., Ph.D., Harvard University



## ARTS AND SCIENCES

**Harry L. Rosser**, *Associate Professor Emeritus*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Rebecca M. Valette**, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

**Franco Mormando**, *Professor; Chairperson of the Department*; B.A., Columbia University; M.A., Ph.D., Harvard University

**Kevin Newmark**, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

**Sarah H. Beckjord**, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

**Régine Michelle Jean-Charles**, *Associate Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

**Ernesto Livon-Grosman**, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Mattia Acetoso**, *Assistant Professor*; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

**Wan Sonya Tang**, *Assistant Professor*; B.A., University of Southern California; M.A., M.Phil., Ph.D., Yale University

**Liesl Yamaguchi**, *Assistant Professor*; B.A., Columbia University; M.St., University of Oxford; M.A., Ph.D., Princeton University

**Jeff Flagg**, *Professor of the Practice*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Joseph Breines**, *Associate Professor of the Practice*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Silvana Falconi**, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

**Brian O'Connor**, *Assistant Professor of the Practice*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Andrea Javel**, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

### Contacts

- [www.bc.edu/rll](http://www.bc.edu/rll)
- Administrative Assistant: Joanna Doyle, 617-552-3821, [joanna.doyle@bc.edu](mailto:joanna.doyle@bc.edu)
- Romance Languages and Literatures Department office: 617-552-3820, [rll@bc.edu](mailto:rll@bc.edu)

### Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to international culture and literature in the target language. The major offers extensive preparation and guidance for students interested in teaching or in graduate studies, and serves as an important foundation for work in many diverse fields such as law, medicine, interpreting, politics, publishing, and international

business, to name only a few. The minor is a strong complement to other major programs at Boston College, offering linguistic proficiency as well as the analytic fundamentals of written and visual culture.

Unless otherwise stated, all courses are taught in the target language.

### French Studies

A French Studies major assures exceptional competence in French, allowing students to work extensively and closely with literary and cultural artifacts that language makes possible. Building on their linguistic proficiency consolidated in the language program, majors expand that proficiency to a wide variety of French texts. This training exercises and assures our students' ability to analyze texts and contexts, as well as to conceive, articulate, and defend an original idea.

French Studies minors reap similar benefits, albeit to a lesser extent, by attaining linguistic proficiency and taking at least two 4400-level courses.

#### *Language Courses for the Major and Minor*

Students begin the program at the level most appropriate for their linguistic proficiency. Contact Prof. Andrea Javel ([andrea.javel@bc.edu](mailto:andrea.javel@bc.edu)) for guidance about placement.

French Composition, Conversation and Reading II (FREN2210) is an approved entry level course for the French Studies major and minor.

#### *French Studies Major Requirements*

**30 Credits (Ten 3-Credit Courses), which Must Include:**

**12 credits (four 3-credit foundation courses) 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
- Students may repeat a semester of FREN3307, FREN3308, or FREN3309 as an elective with departmental permission
- 12 credits (4 advanced courses) in French language, literature, or culture at the 4400 level or above.**

**6 credits (two elective courses) to be chosen among the following:**

- FREN2210 French Composition, Conversation and Reading II (as entry level course only)
  - Additional courses at the 3300 or 4400 level in French
  - Related courses with departmental permission
- Notes and Conditions**
- French majors are required to enroll in at least one advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major (4400 level or above).
  - 1-credit practicum courses do not count for the major.
  - Maximum transfer credit from study abroad toward a major: 15 credits (five 3-credit courses) for one year of study; 9 credits (three 3-credit courses) for one semester of study. No RLL credit will be granted for courses abroad conducted in English taken during a semester or academic year program.
  - Credit toward the French Studies major will be granted for courses taken abroad (1) conducted in French; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of French-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.

- Students who transfer 9 credits (three 3-credit courses) or more from study abroad must take their remaining courses towards the major in the department.
- Students who do not study abroad may take up to two courses related to their major program of study outside the Department of Romance Languages and Literatures, with departmental permission.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis.

#### *French Studies Minor Requirements*

**18 Credits (Six 3-Credit Courses), which Must Include:**

**6 credits (two foundation courses) to be chosen from among the following:**

- FREN3305 Introduction to Drama and Poetry
  - FREN3306 Introduction to Narrative Form
  - FREN3307 Masterpieces of French Literature
  - FREN3308 Advanced Language Studies in French
  - FREN3309 Topics in French Culture and Civilization
- 3 credits (1 advanced course) at the 4400 or 7700 level**
- 9 credits (3 elective courses) to be chosen among the following:**
- FREN2209 and FREN2210 French Composition, Conversation and Reading I and II (as entry level courses only)
  - Additional Courses at the 3300 or 4400 level in French

#### **Notes and Conditions**

- French Studies minors must enroll in at least one advanced course during their senior year, regardless of whether they have completed the six-course requirement for the minor.
- 1-credit practicum courses do not count for the minor.
- Maximum transfer credit from study abroad toward a minor: 9 credits (three approved 3-credit courses) for one year of study; 6 credits (two approved 3-credit courses) for one semester of study
- Credit toward the French Studies major will be granted for courses taken abroad (1) conducted in French; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of French-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.
- All courses for the French minor will normally be in French, though one relevant course taught in English may be counted toward the minor with permission from the French Section.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis by the Director of Undergraduate studies in consultation with the French section.

#### **Hispanic Studies**

A Hispanic Studies major assures exceptional competence in Spanish, allowing students to work extensively and closely with literary and cultural artifacts that language makes possible. Building on their linguistic proficiency consolidated in the language program, majors expand that proficiency to a wide variety of Hispanic texts. This training exercises and assures our students' ability to analyze texts and contexts, as well as to conceive, articulate, and defend an original idea.

Hispanic Studies minors reap similar benefits, albeit to a lesser extent, by attaining linguistic proficiency and taking at least two 6000-level courses.

#### *Language Courses for the Major and Minor*

Students begin the program at the level most appropriate for their linguistic proficiency. Post-intermediate, advanced and native speakers should seek advisement from the department to determine where to enter the program.

Conversation, Composition and Reading II (SPAN2216) and Advanced Spanish (SPAN3392) are approved entry-level courses for the Hispanic Studies major and minor. Strong students who have taken Conversation, Composition and Reading II (SPAN2216) are not required to take Advanced Spanish (SPAN3392), but may do so if appropriate.

Note that linguistic proficiency equivalent to Advanced Spanish (SPAN3392) is a prerequisite for Contextos (SPAN3395), and Contextos (SPAN3395) is a prerequisite for all upper-level courses (SPAN6000 and above).

#### *Hispanic Studies Major Requirements*

**30 Credits (Ten 3-Credit Courses), which Must Include:**

**3 credits (1 course) in SPAN3395 Contextos**

**12 credits (4 advanced courses) at the 6000 level in literature and culture, which must include at least one course 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
- 15 credits (five elective courses), which may be chosen from:**
- SPAN2216 Spanish Composition, Conversation and Reading II (as entry-level course only)
  - SPAN3392 Advanced Spanish
  - Additional courses at the 3000 or 6000 level in Hispanic Studies
  - Related courses with departmental permission

#### **Notes and Conditions**

- Hispanic Studies majors are required to enroll in at least one 6000 level course during their senior year, regardless of whether they have completed the ten-course requirement for the major.
- 1-credit practicum courses do not count for the major.
- Maximum transfer credit from study abroad toward a major: 15 credits (five 3-credit courses) for one year of study; 9 credits (three 3-credit courses) for one semester of study. No RLL credit will be granted for courses abroad conducted in English taken during a semester or academic year program.
- Credit toward the Hispanic Studies major will be granted for courses taken abroad (1) conducted in Spanish; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of Spanish-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.
- Students who transfer 9 credits (three 3-credit courses) or more from study abroad must take their remaining courses towards the major in the department.
- Students who have taken SPAN3392, Advanced Spanish, will not receive credit for language or proficiency-building courses taken abroad.
- Students who do not study abroad may take up to two courses related to their major program of study outside the Department of Romance Languages and Literatures, with departmental permission.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis.

### *Hispanic Studies Minor Requirements*

**18 Credits (Six 3-Credit Courses), which Must Include:**

**3 credits (one course): SPAN3395 Contextos**

**6 credits (two advanced courses)** at the 6000 level in literature and culture

**9 credits (three elective courses),** which can be chosen from:

- SPAN2216 Spanish Composition, Conversation and Reading II (as entry-level course only)
- SPAN3392 Advanced Spanish
- Additional courses at the 6000 level in Hispanic Studies

#### **Notes and Conditions**

- Hispanic Studies minors must enroll in at least one advanced course (6000 level) during their senior year, regardless of whether they have completed the six-course requirement for the minor.
- 1-credit practicum courses do not count for the minor.
- Maximum transfer credit from study abroad toward a minor: 9 credits (three approved 3-credit courses) for one year of study; 6 credits (two approved 3-credit courses) for one semester of study.
- Credit toward the Hispanic Studies major will be granted for courses taken abroad (1) conducted in Spanish; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of Spanish-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.
- Students who have taken SPAN3392, Advanced Spanish, will not receive credit for grammar or proficiency courses taken abroad.
- All courses for the Hispanic Studies minor will normally be in Spanish, though one relevant course taught in English may be counted toward the minor with permission from the Hispanic Studies Section.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis by the Director of Undergraduate Studies in consultation with the Hispanic Studies section.

### **Italian Studies**

An Italian Studies major assures exceptional competence in Italian, allowing students to work extensively and closely with literary and cultural artifacts that language makes possible. Building on their linguistic proficiency consolidated in the language program, majors expand that proficiency to a wide variety of Italian texts. This training exercises and assures our students' ability to analyze texts and contexts, as well as to conceive, articulate, and defend an original idea.

Italian Studies minors reap similar benefits, albeit to a lesser extent, by attaining linguistic proficiency and taking at least two advanced courses.

#### *Language Courses for the Major and Minor*

Students begin the program at the level most appropriate for their linguistic proficiency. For advisement about elementary and intermediate level placement, contact Prof. Brian O'Connor (oconnobc@bc.edu). For advisement at the post-intermediate level, contact Prof. Mattia Acetoso (acetoso@bc.edu).

Italian Studies majors and minors may begin their program with Conversation, Composition and Reading I (ITAL2213) or Conversation, Composition and Reading II (ITAL2214).

#### *Italian Studies Major Requirements*

**30 Credits (Ten 3-Credit Courses), which Must Include:**

**18 credits (six advanced courses)** in Italian literature or culture (5000 level and above)

- **12 credits (four elective courses)** to be chosen from the following: ITAL2213 and ITAL2214 (Italian Conversation, Composition and Reading I and II, as entry-level courses only)
- Additional courses at the 3000, 5000 or 8000 level.
- Related courses with departmental permission.

#### **Notes and Conditions**

- An Advanced Placement (AP) high school course in Italian with an exam score of 4 or 5 will count as a 3-credit elective.
- Italian Studies majors are required to enroll in at least one advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major (5000 level and above).
- 1-credit practicum courses do not count for the major.
- Maximum transfer credit from study abroad toward a major: 15 credits (five 3-credit courses) for one year of study; 9 credits (three 3-credit courses) for one semester of study. No RLL credit will be granted for courses abroad conducted in English taken during a semester or academic year program.
- Credit toward the Italian Studies major will be granted for courses taken abroad (1) conducted in Italian; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of Italian-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.
- Students who transfer 9 credits (three 3-credit courses) or more from study abroad must take their remaining courses towards the major in the department.
- Students who do not study abroad may take up to two courses related to their major program of study outside the Department of Romance Languages and Literatures, with departmental permission.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis.

#### *Italian Studies Minor Requirements*

**18 Credits (Six 3-Credit Courses), which Must Include:**

**6 credits (two foundation courses):** ITAL2213 and ITAL2214 (Italian Composition, Conversation and Reading I and II)

**6 credits (two advanced courses)** in Italian Literature or Culture at the 5000 level or above (courses for undergraduates)

**6 credits (elective courses)** in Italian Literature or Culture at the 3000 level or above

#### **Notes and Conditions**

- An Advanced Placement (AP) high school course in Italian with an exam score of 4 or 5 will count as a 3-credit elective.
- 1-credit practicum courses do not count for the minor.
- Italian Studies minors must enroll in one advanced course (6000 level) during their senior year, regardless of whether they have completed the six-course requirement for the minor.
- Maximum transfer credit from study abroad toward a minor: 9 credits (three approved 3-credit courses) for one year of study; 6 credits (two approved 3-credit courses) for one semester of study.
- Credit toward the Italian Studies minor will be granted for courses taken abroad (1) conducted in Italian; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of Italian-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.

- All courses for the Italian Studies minor will normally be in Italian, though one relevant course taught in English may be counted toward the minor with permission from the Italian Studies Section.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis by the Director of Undergraduate Studies in consultation with the Italian Studies section.

#### Study Abroad Guidelines and Policies

Majors and minors in French, Hispanic Studies and Italian are encouraged to study abroad. Interested students should consult with the appropriate program director in the Office of International Programs (617-552-3827).

No RLL credit will be granted for courses taken abroad conducted in English.

In order to earn credit in an RLL major or minor, courses must be in the target language, show a direct relationship to the student's program of study in the department, and have a level of sophistication comparable to departmental offerings. Students are encouraged to seek credit for courses in other disciplines, such as (but not limited to) economics, political science, communications, and history, from appropriate Boston College departments.

Students are urged to consult with the Director of Undergraduate Studies for pre-approval of any courses they would like to transfer into a major or minor in French, Hispanic Studies or Italian. This should happen before departure or on site abroad before enrollment. Students who seek approval only after they return from abroad risk not receiving Romance Languages and Literatures credit for courses taken abroad. Upon return, students should meet with the Director of Undergraduate Studies to obtain the appropriate signed forms.

To schedule an appointment with the Director of Undergraduate Studies, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820; rll@bc.edu.

#### *Transfer of Credit from Study Abroad*

**Romance Languages and Literatures majors** may earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a two-semester program. Courses must be related to textual and cultural analysis and must be in the target language. Majors who transfer 9 credits or more (three 3-credit courses) from study abroad into their RL&L major must take their remaining courses in the department.

**Romance Languages and Literatures minors** may earn credit for up to two courses (6 credits) toward their minor in a single semester of study abroad, and credit for up to three courses (9 credits) in a year-long program. Courses must be related to textual and cultural analysis and must be in the target language.

For more detailed information about foreign study credit transfer, see our web page: <https://www.bc.edu/bc-web/schools/mcas/departments/romance-languages/undergraduate-programs/study-abroad.html>

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

#### Getting Started

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies to review their qualifications, establish correct placement in the program, and organize a course of study suited to their individual needs and objectives.

#### Information for Incoming Students and Non-majors

Students considering a major or minor in Romance Languages and Literatures are welcome to contact the Director of Undergraduate Studies to discuss how the program might relate to and enhance their career and life objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the Morrissey College of Arts and Sciences degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available.

The Department offers courses, some taught in the target languages and some in English, that satisfy University Core requirements and also earn credit in the major or minor. Students interested in advancing their major credits at the early stages of their Boston College careers are encouraged to take these Core courses.

#### Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures explore the culture and literature of countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Morrissey College of Arts and Sciences Core, both Literature and Cultural Diversity, which are designed for non-specialists.

#### Literature Core

Core offerings, whether in the target language or in translation, treat texts in their full linguistic, artistic, and cultural contexts. Literature Core courses offer students close exposure to great narrative arts, whether visual or written, under the guidance of a professor sensitive to their original language. Comparative literature courses introduce students to the interplay of artistic 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 satisfy the Literature Core requirement, visit [www.bc.edu/core](http://www.bc.edu/core).

#### Cultural Diversity Core

The curriculum of Romance Languages and Literatures offers students courses that treat the cultures of people around the world who speak French, Spanish and Italian, including western Europe as well as 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.

For a list of courses that satisfy the Cultural Diversity Core requirement, visit [www.bc.edu/core](http://www.bc.edu/core).

#### The Departmental Honors Program

The Honors Program offers RL&L 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



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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 available on our website. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program.

### Undergraduate Research Positions

Departmental faculty regularly obtain university funding for undergraduate majors and minors to work on research projects with them during a set number of hours per week. Interested students should contact their current professor or the Director of Undergraduate Studies.

## French

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### FREN1009 Elementary French I (Fall: 3)

**Offered Annually**

**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)

**Offered Annually**

**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*

#### FREN1011 Elementary French Practicum I (Fall: 1)

**Offered Annually**

This intensive 50-minute course is open to students enrolled concurrently in Elementary French I (FREN1009) and need further reinforcement of structures and vocabulary studied in Elementary French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggle with foreign languages and those who are true beginners.

*The Department*

#### FREN1012 Elementary French Practicum II (Spring: 1)

**Offered Annually**

This intensive 50-minute course is open to students enrolled concurrently in Elementary French II (FREN1010) and need further reinforcement of structures and vocabulary studied in Elementary French II.

This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled with Elementary French I.

*The Department*

#### FREN1013 Intermediate French Practicum I (Fall: 1)

**Offered Annually**

This intensive 50-minute course is open to students enrolled concurrently in Intermediate French I (FREN 1109) and need further reinforcement of structures and vocabulary studied in Intermediate French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who have struggled with foreign languages in the past.

*The Department*

#### FREN1014 Intermediate French Practicum II (Spring: 1)

**Offered Annually**

This intensive 50-minute course is open to students enrolled concurrently in Intermediate French II (FREN1110) and need further reinforcement of structures and vocabulary studied in Intermediate French II. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled in Intermediate French I.

*The Department*

#### FREN1065 Intensive Reading in French (Summer: 3)

**Offered Annually**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of the Morrissey College of Arts and Sciences.

*The Department*

#### FREN1109 Intermediate French I (Fall: 3)

**Offered Annually**

**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)

**Offered Annually**

**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*

**FREN1184 France: Intensive Intermediate French (Fall: 6)  
Offered Annually**

*The Department*

**FREN2203 Summer Independent Study in Paris (Fall: 3)  
Offered Annually**

*The Department*

**FREN2209 French Conversation, Composition, and Reading I  
(Fall: 3)**

**Offered Annually**

**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)**

**Offered Annually**

**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.

*Jeff Flagg*

**FREN2217 French CCR Practicum I (Fall: 1)**

**Offered Annually**

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this 1-credit, 50 minute weekly supplementary practicum.

*The Department*

**FREN2218 French CCR Practicum II (Spring: 1)**

**Offered Annually**

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this 1-credit, 50 minute weekly supplementary practicum.

*Jeff Flagg*

**FREN2276 Conversational Approach to Contemporary France  
(Spring: 3)**

**Offered Annually**

**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*

**FREN3300 The French and the Peoples of America (Fall: 3)  
Satisfies Cultural Diversity and Literature Core Requirements  
Offered Annually**

**Conducted in French. Elective for French major or minor. Fulfills MCAS Literature and Cultural Diversity Core requirements.**

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's Francophone Connections (Spring: 3)**

**Offered Annually**

**Counts as an elective towards the French major.  
Conducted in French.**

A crossroads where Americans and peoples of France and other Francophone regions have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, buildings, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and the French-speaking world. We will explore the development of Boston's Francophone connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works, musical compositions and historic sites.

*Jeff Flagg*

**FREN3305 Wordplay: From the Stage to the Page (Fall: 3)**

**Offered Annually**

**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.

*Liesl Yamaguchi*

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**FREN3306 Narrative and Identity: The Story You Tell Yourself** (Fall/Spring: 3)  
Offered Biennially

Conducted in French. Fulfills one of the 3000-level requirements for the French major. Satisfies Foreign Language Proficiency core requirement.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to readings, discussion, and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

*Joseph Breines*

**FREN3307 Great Books in French** (Fall/Spring: 3)  
Offered Annually

Conducted in French. Open to majors, prospective majors and interested non-majors. Fulfills one of the four 3000-level requirements for the French major and is designed to prepare students for 4000-level courses in literature and culture.

An introduction to the history of the French literary tradition through a selection of great works on a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course will prepare students for 4000-level courses in literature and culture.

*Liesl Yamaguchi*

**FREN3308 Linguistic Gymnastics: Advanced Language Practice** (Fall/Spring: 3)  
Offered Annually

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 French Cultural Studies** (Fall/Spring: 3)  
*Prerequisite:* Four years of high school French or FREN2209 or FREN2210.

Offered Annually  
Conducted in French. Fulfills one of the 3000-level requirements for the French major

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments, and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. 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.

*Joseph Breines*

**FREN3393 Life at the Limit: Narratives of Transformation** (Fall: 3)  
Satisfies Literature Core Requirement  
Offered Periodically

This course is conducted in English.

This course will consider texts that follow the path of a person making a journey from alienation, loss, or hardship through a turning point. We will read stories of people who, caught in a major life crisis, still manage to keep a deep connection with themselves and the world, people who ultimately survive to share their experience with others in writing. Students will read correspondence between Theo and Vincent Van Gogh, a short story by Fyodor Dostoevsky, excerpts from *Les Misérables*, a memoir by Primo Levi, and various texts by Albert Camus and several other authors.

*Anne Bernard Kearney*

**FREN4403 Introduction to Linguistics for Students of French** (Fall: 3)

Offered Periodically  
Conducted in French

This course is designed to offer students of French literature the opportunity to investigate the basic theories and practices of modern linguistic study and to consider how these ideas have affected the development of literary and cultural criticism. We will begin by reviewing Saussure's theory of the linguistic sign and his definition of language as a system of oppositions used to create meaning. In the second part of the course, we will survey and apply the basic techniques of linguistic analysis to the study of the French language, from the level of sounds (phonology) to the level of the sentence (syntax). In the final section of the course we will see how the linguistic model has been used to explain the structure and meaning of cultural expression and literary discourse.

*Stephen Bold*

**FREN4454 Contemporary Francophone Women Writers** (Fall: 3)  
*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309.

Cross listed with AADS2208

Offered Periodically

Conducted in French. Elective for French major or minor

This course explores the specificity of francophone women's writing in a contemporary context, examining narratives from a wide variety of geographic locations including the Caribbean, North Africa and Sub-Saharan Africa. The question of genealogy is central to this course as we attempt to delineate a matrilineal francophone literary tradition. As such we will also consider these narratives in relation to feminist theory, history, socio-cultural politics, culture and ethnicity. Some of the themes we will study include silence and voice, the female body, mother-daughter relationships, migration and immigration, and canon formation.

*Regine Jean-Charles*

**FREN4477 Twentieth-Century Fiction** (Fall: 3)  
*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309.

Offered Periodically

Conducted in French

This course engages in a detailed study of some exemplary literary texts written in French during the twentieth century. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, feminism, post-modernity, and post-colonialism will also be considered in passing. Works will be

chosen from authors such as Proust, Gide, Breton, Colette, Queneau, Bataille, Sartre, Fanon, Blanchot, Camera Laye, Duras, Perec, Ben Jelloun, Djébar, Des Forêts, Modiano, among others.

*Kevin Newmark*

**FREN4478 Hearing Colors, Seeing Sounds (Fall: 3)**

*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308.

**Offered Periodically**

**Conducted in French**

In this course, we will investigate the nineteenth century dream of synesthesia: the idea that the senses, far from being distinct, are intimately intertwined. Considering a range of painterly, poetic, fictional, musical, and scientific artifacts, we will study the nature of nineteenth century synesthesia, as well as the feeling body that it implies. Over the course of our inquiry, we will consider works by, among others, Charles Baudelaire, Richard Wagner, Honoré de Balzac, Théophile Gautier, Arthur Rimbaud, Stéphane Mallarmé, and J.K. Huysmans.

*Liesl Yamaguchi*

**FREN4481 French Film: Crime and Punishment (Spring: 3)**

**Offered Periodically**

This course will explore how cinema, the newest art form, revisits, displaces, and re-problematizes the old questions of crime and punishment. We will examine film portrayals of criminals and the justice system, we will study crime narratives, and we will consider how French films (from the 1930s to present) address questions of personal and collective crime, responsibility, and atonement.

*Larysa Smirnova*

**FREN4488 Education and Ambition (Spring: 3)**

*Prerequisites:* Two courses from the following FREN3305, FREN3306, FREN3307, FREN3308, FREN3309.

**Offered Periodically**

**Conducted in French. Fulfills one of the 4000-level requirements for the French major or minor**

In this course, we will read two massive nineteenth-century novels cover to cover: Stendhal's *Le Rouge et le Noir* (1830) and Flaubert's *L'Éducation sentimentale* (1869). Following Flaubert and Stendhal's protagonists from their humble origins in the French provinces to the perilous heart of Parisian society, we will focus our gaze specifically on the role of education in class formation, the psychology of migration (socially as well as geographically conceived), and the difficulty of coming of age amidst the political turmoil of post-Revolutionary France.

*Liesl Yamaguchi*

**FREN4489 Love, Loss, and Modernity (Fall: 3)**

**Offered Periodically**

According to a story that is told inside Plato's "Symposium," love is both a result of and a remedy for a certain kind of loss—a loss of original plenitude and primordial perfection. What happens to love—myth and experience—in modern Western culture? What happens when loss and the acknowledged impossibility of plenitude are assumed as the very definition of what we call modernity? We will try to answer these questions by exploring seminal works by Flaubert (*Madame Bovary*), Baudelaire (*Les Fleurs du Mal*), Constant (*Adolphe*), and others.

*Larysa Smirnova*

## Hispanic Studies

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**SPAN1015 Elementary Spanish I (Fall/Spring/Summer: 3)**

*Prerequisite:* This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.

**Offered Annually**

**Conducted in Spanish**

This introductory course is designed for students with no prior Spanish experience as well as those who have had some high school Spanish. Elementary Spanish I provides a strong foundation in speaking, listening comprehension, reading and writing as well as exploring the products, practices and perspectives that are unique to Hispanic cultures. This course follows a communicative approach, which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Students interact in Spanish with the instructor and with classmates. By the end of this course, students should be able to successfully handle in Spanish a significant number of basic communicative tasks.

*Silvana Falconi*

**SPAN1016 Elementary Spanish II (Fall/Spring/Summer: 3)**

*Prerequisite:* SPAN1015 or admission by placement test.

**Offered Annually**

**Conducted primarily in Spanish**

Elementary Spanish II is the second course in the first-year Elementary Spanish I and II sequence. It continues to provide a strong foundation in speaking, listening comprehension, reading and writing as well as exploring the products, practices and perspectives that are unique to Hispanic cultures. This course follows a communicative approach, which springs from the idea that languages are best learned when student activities involve critical thinking about real-world information. Students interact in Spanish with the instructor and with classmates. By the end of this course, students should be able to successfully handle in Spanish a significant number of communicative and writing tasks in different time frames.

*Silvana Falconi*

**SPAN1017 Elementary Spanish Practicum I (Fall: 1)**

**Offered Annually**

**Students with no previous experience in Spanish are given priority for enrollment.**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1015 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum is writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1015.

*Silvana Falconi*

**SPAN1115 Intermediate Spanish I (Fall/Spring/Summer: 3)**

*Prerequisite:* SPAN1016 or admission by placement test.

**Offered Annually**

**Conducted in Spanish**

Intermediate Spanish I is the first course in the second-year sequence. It continues to develop and strengthen students' proficiency in the Spanish language as well as to increase their cultural understanding. Emphasis remains on the four skills and on critical thinking. Throughout the course, students develop fluency and accuracy, and focus on communication. They expand their vocabulary and enhance their understanding



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of essential Spanish grammar concepts. Short literary texts, cultural readings and audiovisual materials provide opportunities to learn to appreciate cultural differences and impart authentic insight into the Hispanic world.

*Silvana Falconi*

### SPAN1116 Intermediate Spanish II (Fall/Spring/Summer: 3)

*Prerequisite:* SPAN1115 or admission by placement test.

**Offered Annually**

**Conducted in Spanish. After successful completion of this course, the foreign language requirement will be fulfilled for schools that require a fourth-semester proficiency.**

Intermediate Spanish II is the second course in the second-year sequence with a continued emphasis on the four skills and on critical thinking. This course focuses on vocabulary building, the examination of some of the finer grammar points, and moving students towards a more complex level of comprehension and expression. Students work with short literary texts, cultural readings and audiovisual materials.

*Silvana Falconi*

### SPAN1117 Intermediate Spanish Practicum I (Fall: 1)

**Offered Annually**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1115 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum is writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1115.

*Silvana Falconi*

### SPAN1118 Intermediate Spanish Practicum II (Spring: 1)

**Offered Annually**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1116 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum is writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1116.

*Silvana Falconi*

### SPAN2215 Spanish Conversation, Composition, and Reading I

(Fall/Spring: 3)

**Offered Annually**

**Conducted in Spanish. Satisfies Foreign Language Proficiency core requirement.**

The main objective of this course is to consolidate students' skills so that upon successful completion of the sequence (CCR1 and CCR2) they will have acquired a proficient level of Spanish. Students will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. The course focuses on complex grammar topics and extensive vocabulary, as well as on expanding students' knowledge of cultural and historical aspects of Spanish speaking countries. Likewise, the course will foster students' analytical, critical, and creative skills in the target language through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials.

*Esther Gimeno Ugalde*

### SPAN2216 Spanish Conversation, Composition, and Reading II

(Fall/Spring: 3)

**Offered Annually**

**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 students' skills so that upon successful completion of the sequence (CCR1 and CCR2) they will have acquired a proficient level of Spanish. Students will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. The course focuses on complex grammar topics and extensive vocabulary, as well as on expanding students' knowledge of cultural and historical aspects of Spanish speaking countries. Likewise, the course will foster students' analytical, critical, and creative skills in the target language through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials.

*Esther Gimeno Ugalde*

### SPAN3390 Advanced Spanish Practicum (Fall/Spring: 1)

**Offered Annually**

**Conducted in Spanish.**

**Concurrent enrollment in Advanced Spanish necessary.**

**Also open to students who have already taken SPAN3392 only by permission of the Coordinator. Hispanic majors and minor will be given priority for enrollment.**

This intensive, one-hour supplementary course gives Spanish students the extra practice they need to fine tune their Spanish skills at an advanced level. The main focus of the practicum will be writing practice and grammar review. Oral communication will be also improved through regular class discussions and additional practices in the Language Lab. All concepts presented in this course review those covered in SPAN3392.

*Esther Gimeno Ugalde*

### SPAN3392 Advanced Spanish (Fall/Spring: 3)

*Prerequisite:* SPAN2216 Spanish CCR II, or a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing SPAN2216, to be determined by the Department.

**Offered Annually**

**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 interpreting a wide variety of complex texts and producing 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)**

*Prerequisite:* SPAN3392 or instructor's permission.

**Satisfies Literature Core Requirement**

**Offered Biennially**

**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*

**SPAN6609 Portraits of Parenthood in Nineteenth to Twenty-first Century Spain (Spring: 3)**

*Prerequisite:* Contextos, concurrent enrolment in Contextos, or permission of instructor.

**Offered Periodically**

**Conducted in Spanish.**

**Fulfills post-1800 Peninsular requirement for major.**

This course examines evolving notions of parenthood and parenting in Spain from the nineteenth century to the present. Drawing on a range of theories, from the psychoanalytical to the sociological, we will trace the evolution of archetypes such as the absentee father or the selfless mother, paying particular attention to how gender, race, and class shape societal expectations of parents. Class texts will include everything from poetry to propaganda posters and recent television.

*Wan Tang*

**SPAN6614 The Colonial Imagination: History and Identity in Spanish America (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Conducted in Spanish. Fulfills Latin American pre-1900 major requirement.**

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged. Readings will be drawn from a variety of genres (historiography, novel, short story, essay, poetry) and will include selections by authors such as Bernal Daz, Cabeza de Vaca, El Inca Garcilaso, Rodriguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.

*Sarah H. Beckjord*

**SPAN6636 Borderlines: Films of Immigration and Exile (Fall: 3)**

*Prerequisite:* Contextos, SPAN6671 (Intro to Hispanic Film) or permission of instructor.

**Offered Periodically**

**Conducted in Spanish. Counts as an Elective.**

An advanced undergraduate seminar in film analysis following a trajectory of films that represent the drama of immigration into first-world countries (Spain, the United States). The course covers the historic, economic, and cultural motivations attributed to migrants in these works and the ways in which directors marshal specific cinematographic techniques to achieve the political and artistic objectives of each film. Emphasis is on the Mexico/US border and the Strait of

Gibraltar, one of the deadliest points of immigration in the world. The course begins with *El alambrista* (Robert Young, 1977) and finishes with *Retorno a Hansala* (Chus Gutierrez, 2007).

*Elizabeth Rhodes*

**SPAN6638 Building the Modern Latin American Metropolis (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor.

**Offered Periodically**

**Conducted in Spanish. Fulfills Latin American post-1900 major requirement.**

This course will explore the development of the modern Latin American city through poetry, fiction, and film. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis, looking closely at social issues and their representations. We will discuss works by Allison Anders, Roberto Arlt, Washington Cucurto, Gonzalez Tun, Fernando Vallejo, and Luis Zapata, among others.

*Ernesto Livon-Grosman*

**SPAN6640 What's Modern about Modernismo (Spring: 3)**

**Offered Periodically**

**Conducted in Spanish. Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies**

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubén Darío, Leopoldo Lugones, Delmira Agustini and José Juan Tablada among others.

*Ernesto Livon-Grosman*

**SPAN6652 Hispanic Nobel Prize Winners in Literature (Spring: 3)**

**Offered Periodically**

**Conducted in Spanish. Fulfills Peninsular or Latin American post-1900 major requirement.**

A wide variety of Spanish and Latin American writers have been honored by the Swedish Academy since the first literary Nobel Prize award in 1901. The literary achievements of these authors play an essential role in the development of twentieth-century Hispanic literature. Although all the Hispanic prize recipients will be taken into account, we will concentrate on eight winners spanning the twentieth century, Gabriel García Márquez and Camilo José Cela among them. By studying limited selections of their representative works, of different genres, students gain an understanding of linguistic and ideological dimensions responsible for the Nobel award to each laureate.

*Irene Mizrahi*

**SPAN6658 *Don Quijote* (Spanish) (Spring: 3)**

*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor.

**Offered 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 books of all time. Why? What does this funny, poignant story 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, Borges, the Russian film version, Picasso, and *The Man of La Mancha*, for example).

*Elizabeth Rhodes*

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### SPAN6662 Violence in Hispanic Culture (Spring: 3)

*Prerequisite:* Contextos.

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Conducted in Spanish. Counts as an elective for the major and the minor.

This course does not pose Hispanic culture as a model of violence, rather offers historic reasons to explain why and how certain universal forms of inter-personal violence manifest in great Hispanic art at particular moments in time. Based on an anthropological approach to violent systems of human behavior, the class analyzes a wide variety of texts that represent honor killing, mimetic desire, domestic violence, sexual violence, scapegoating, and “aesthetic” violence such as terror-producing works. Discussion-based class meetings with heavy emphasis on vocabulary building.

*Elizabeth Rhodes*

### SPAN6674 Latin American Literature of the Fantastic (Spring: 3)

*Prerequisite:* Contextos or permission of instructor.

Offered Periodically

Conducted in Spanish. Fulfills post-1900 requirement in Latin American literature for Hispanic Studies majors. Elective for Latin American Studies minors.

This course will examine the literary “fantastic” in Latin America, from its origins in the late nineteenth century to the internationally acclaimed works of the twentieth. From early tales of the supernatural and the “marvelous” to the later avant-garde fictions, writers of the fantastic seek new and authentic ways of representing the human condition. We will consider essays by some of the authors concerning the practice of the fantastic as well as comparative works from other traditions.

*Sarah Beckjord*

### SPAN6678 Early Spanish American Women Writers (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Conducted in Spanish. Fulfills pre-1900 requirement in Latin American literature for Hispanic Studies majors.

A close study of the intellectual and literary productions of women writers from the colonial period and nineteenth century, with special attention to Sor Juana Ins de la Cruz. Readings will be drawn from different genres and will also include works by Catalina de Erauso, la Madre Castillo, Juana Manuela Gorriti, Clorinda Matto de Turner, and Gertrudis Gmez de Avellaneda, among others.

*Sarah H. Beckjord*

### SPAN6689 Modern and Postmodern Spanish Novel (Spring: 3)

*Prerequisite:* Contextos, concurrent enrolment in Contextos, or permission of instructor.

Offered Periodically

Conducted in Spanish

The course acquaints students with the development of the genre from the nineteenth-century to the end of the twentieth-century. Members of the class acquire a detailed knowledge of the form and content of a selected number of representative novels, and an ability to comment on its development and its major trends. The course will also apply a range of critical theories to the texts and situate them in relation to prior, or subsequent counterparts.

*Irene Mizrabi*

### SPAN6693 Borges: an Introduction (Fall: 3)

*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor.

Offered Periodically

Conducted in Spanish. Fulfills post-1900 Latin American requirement for major. Elective for Hispanic Studies major or minor.

This course will discuss Jorge Luis Borges’s work and its multiple philosophical and cultural implications. We will read his prose and poetry in direct dialogue with his predecessors and followers. Looking at how Borges read other writers and other writers read him, we will map the genealogy that makes him one of the most important intellectuals of our time.

*Ernesto Livon-Grosman*

## Italian

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ITAL1003 Elementary Italian I (Fall: 3)

Offered Annually

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)

Offered Annually

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 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*

#### ITAL1021 Elementary Italian Practicum I (Fall: 1)

Offered Annually

This intensive, 50 minute supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1003.

*The Department*

#### ITAL1022 Elementary Italian Practicum II (Spring: 1)

Offered Annually

This intensive, 50 minute supplementary course gives gives students extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1022.

*The Department*

**ITAL1111 Intermediate Italian Practicum I (Fall: 1)****Offered Annually**

This intensive, 50 minute supplementary course gives gives students extra conversation, listening, and reading practice they need to maintain the pace of Intermediate Italian. All concepts presented in this course review those covered in ITAL1113.

*The Department*

**ITAL1112 Intermediate Italian Practicum II (Spring: 1)****Offered Annually**

This intensive, 50 minute supplementary course gives gives students extra conversation, listening, and reading practice they need to maintain the pace of Intermediate Italian. All concepts presented in this course review those covered in ITAL1114.

*The Department*

**ITAL1113 Intermediate Italian I (Fall: 3)**

*Prerequisite:* Admitted by placement test, consent of instructor, or completion of ITAL1004.

**Offered Annually****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)**

*Prerequisite:* Admitted by placement test, consent of instructor, or completion of ITAL1113.

**Offered Annually**

**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*

**ITAL2213 Italian Conversation, Composition, and Reading I (Fall: 3)**

*Prerequisite:* Admitted by placement exam, consent of instructor, or completion of ITAL1114 or ITAL1151.

**Offered Annually**

**Conducted in Italian. Elective for major and minor in Italian. Satisfies Foreign Language Proficiency core requirement.**

The course topic, "Italian through Fiction and Films," allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society,

attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation.

*Mattia Acetosio*

**ITAL2214 Italian Conversation, Composition, and Reading II (Spring: 3)**

*Prerequisite:* Consent of instructor or completion of ITAL2214.

**Offered Annually**

**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 Acetosio*

**ITAL5525 Calvino's Worlds (Fall: 3)****Offered Periodically****Conducted in Italian**

An international literary celebrity at the time of his death, Italo Calvino (1923–1985) was one of the most imaginative writers of the twentieth century. A prolific author of best-selling and widely translated novels, short stories, and essays, he delighted audiences world-wide with his entertaining tales of fable and fantasy and whimsical perspective on modern life. In doing so, he redefined the idea of writing and storytelling, both in Italy and internationally. This course surveys the varieties of Calvino's fiction, exploring his narrative style and masterful use of the Italian language.

*Mattia Acetosio*

**ITAL5540 She Said He Said: The Woman's Voice in Italian Literature and Culture (Fall: 3)**

*Prerequisite:* With permission of the Instructor. Open to students who have completed CCR or equivalent.

**Offered Periodically****Conducted in Italian**

The conventional Italian literary canon has frequently ignored women, dismissing unexpected female voices as anomalies (the thirteenth century's Accomplished Maiden), apocryphal (the fourteenth century poets of Fabriano) or men-writing-as-women (the nineteenth century's Contessa Lara). The latter method of elimination has proven so popular that it was re-proposed most recently to explain the reclusiveness of contemporary author Elena Ferrante. This course will examine the role the woman's voice—real or imagined—plays in Italian authorial tradition. Mothers, daughters, sisters; lovers, saints and sinners; learned women, clever women, women scorned and scorning, independent and invisible—we will meet them all.

*Deborah Contrada*

**ITAL5566 Twilight Zones: Italian Fantastic Short-Stories (Fall: 3)****Offered Periodically****Conducted in Italian**

Literature of the Fantastic has always challenged our perception of reality. Many Italian writers focused on fantastic themes and wrote unique stories about the uncanny, the unfamiliar, and the astonishing in everyday life or described marvelous worlds and alternate universes. This course explores the short stories of major Italian writers from Romanticism to the



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New Millennium who engaged in this genre and mode of narration. Their short stories will show an unedited side of Italian literature, and allow students to more fully understand Italy's history, society and culture.

*Mattia Acetosio*

### ITAL5571 Masters of Italian Cinema (Spring: 3)

Offered Periodically

Conducted in Italian

Italian cinema left an everlasting footprint on Hollywood and cinema worldwide. Generations of filmmakers have recognized their debt towards Italian directors such as Roberto Rossellini, Federico Fellini, Michelangelo Antonioni, and many more. This course follows the footsteps of these masters of Italian cinema. From postwar cinema to today's experimentations, Italian directors have recorded and influenced the cultural evolution of a country that emerged from postwar poverty and became a global symbol of elegance, history and art.

*Mattia Acetosio*

### Romance Languages and Literatures

#### Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at [www.bc.edu/courses](http://www.bc.edu/courses).

#### RLRL1020 The Immigrant in Film and Literature (Summer: 3)

Offered Periodically

All class discussions and assignments will be in English.

The experiences of the displaced, the exile and the immigrant have inspired great literature and cinema in the Spanish speaking world. This course will delve into a variety of narratives about the perilous journeys of Central Americans and Mexicans making their way to the North, the terrifying voyages of the brave and desperate people crossing to Spain from North Africa, and the struggle to adapt to new social, cultural and linguistic realities. Students will read, in English translation, short stories, short novellas, and first-hand accounts of immigrant experiences and watch several Spanish-language movies with English subtitles.

*Christopher Wood*

#### RLRL1023 Elementary Portuguese I (Fall: 3)

Offered 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)

Offered 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*

#### RLRL1150 The Twentieth Century and the Tradition in Paris

(Summer: 3)

Offered Annually

Summer OIP Abroad course

Paris in the first third of the twentieth century was very much at the center of what we call Modernism, a period of upheaval in European and world culture. Concentrating on literature and visual art but also including philosophy, architecture, religious experience and music, we will explore and analyze some of the new methods of Modernist music, such as Stravinsky or Debussy, and travel together to Giverny, the hometown of the impressionist painter Claude Monet. I will also lead numerous excursions around Paris. Our readings will include poetry (Eliot, Yeats, Apollinaire, Rimbaud), fiction (Gide, Proust, Kafka, Camus), philosophy (Nietzsche, Weber, Weil, Heidegger, Sartre), a play by Pirandello, and artists' statements. You will be expected to produce short weekly essays and a term paper, which will be completed after returning from Paris.

*Thomas Epstein*

#### RLRL2292 Modern Middle Eastern and Arabic Literature (in Translation) (Spring: 3)

Cross listed with ENGL2348 and NELC2161

Satisfies Cultural Diversity Core Requirement

Offered Annually

All works are read in English translation.

The complex, multicultural nature of the Middle East by surveying the twentieth-century literature of Arabic-speaking lands, Israel, and Turkey. Identity, culture, religion, nationalism, conflict, and minority narratives. Arabic works: the writings of Adonis, Darwish, and Qabbani. Hebrew works: the writings of Amichai and Bialik. Works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects: the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.

*Franck Salameh*

#### RLRL3328 Islam and the Iberian Peninsula (Fall: 3)

Cross listed with ICSP3328

Offered Periodically

This course will examine the relationship between cultures in the Euro-Arab context from both historical and contemporary perspectives. It will begin with an examination of the historical influence of Islam in the Iberian Peninsula from the eighth to the fifteenth centuries. During 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 Writing Tutorial I (Fall: 0)

Offered Annually

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*

**RLRL3332 Writing Tutorial II (Spring: 0)****Offered Annually**

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*

**RLRL3350 The Pursuit of Happiness in Literature and Film (Fall: 3)**

*Corequisite:* THEO1705.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

In an individualist society of great opportunity, each of us is tasked with the challenge of discerning what it is that constitutes personal happiness. Fiction, whether literature or film, offers both the pleasure and wisdom of many different characters' struggles to define meaningful lives. In this course we will engage with the choices of fictional characters as they pursue dreams of happiness, and the consequences of those choices, which may invite conflict, and often end in disappointment. Does happiness depend on habits, attitudes, love, wealth, recognition, community, obedience, autonomy, or spirituality? Is the pursuit more satisfying than the end?

*Laurie Shepard*

**RLRL3399 Readings and Research (Fall/Spring: 3)**

**Offered Annually**

**By arrangement**

*The Department*

**RLRL6698 Honors Research Seminar (Fall: 3)**

**Offered Annually**

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*

**RLRL5597 Foreign Language Pedagogy (Fall: 3)**

**Cross listed with EDUC6303 and LING4330**

**Offered Annually**

**Fulfills Massachusetts licensure requirement methods in foreign language education**

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

**RLRL6699 Honors Thesis Seminar (Spring: 3)**

**Offered Annually**

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director and meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

*The Department*

**Slavic and Eastern Languages and Literatures****Faculty**

**Cynthia Simmons**, *Professor Emerita*; A.B., Indiana University; A.M., Ph.D., Brown University

**Maxim D. Shroyer**, *Professor; Acting Coordinator, Slavic/Russian*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale 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; Coordinator, Faculty Microcomputer Resource Center*, A.B., Boston College; Ph.D., Harvard University

**Franck Salameh**, *Associate Professor; Chairperson of the Department; Coordinator, Near Eastern Languages and Literatures*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

**Atef N. Ghobrial**, *Assistant Professor of the Practice (Arabic); Coordinator, Arabic Program*; B.A., Cairo University; M.A., Ph.D., Boston University

**Fang Lu**, *Assistant Professor of the Practice (Chinese); Coordinator, Chinese Program*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

**Contacts**

- Administrative Assistant: Korina Tazbir, 617-552-3910, tazbir@bc.edu
- www.bc.edu/sl

**Undergraduate Program Description**

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic, Chinese, Linguistics, Russian, and East European Studies. Students may also participate in an interdisciplinary minor in interdisciplinary programs in Asian Studies, Jewish 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 (31 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. In consultation with the faculty, students design

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a program of study tailored to the individual interests and goals. Typical areas of emphasis include 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) or LING3104 Formalism and Functionalism in Linguistics (3 credits)
- 3 credits in Philology
- 3 further credits in Philology or in Structure of a Language
- 15 additional credits drawn from departmental offerings, of which two must be 'upper-division' electives
- LING4391 AB Comprehensive: Linguistics (1 credit)

Linguistics majors should additionally develop proficiency in at least one foreign language and competence in at least one other language at levels appropriate to their career plans (e.g., French, German, Spanish, Latin, Greek, Russian).

Also desirable: Exposure to a non-Indo-European language (e.g., Chinese, Arabic, Japanese, Korean, Hebrew)—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 one-semester courses (18 credits):

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- 3 credits in Philology
- 3 further credits in Philology or in Structure of a Language
- 6 additional credits drawn from departmental Linguistics offerings

### Major in Russian (30 Credits, Normally Ten 1-Semester Courses)

The major in Russian provides rigorous training in Russian language, literature and culture. The major concentrates on acquiring advanced proficiency in Russian language and on comprehending important aspects of the literature, culture and civilization of Russia and the former USSR.

The requirements for the major in Russian are as follows:

- 9 credits (normally, 3 one-semester courses) in Russian grammar, composition, and stylistics beyond the intermediate level
- 9 credits (normally, 3 one-semester courses) in Russian literature and culture, including 2 survey courses for classical and modern Russian literature (SLAV2162 and SLAV2173)
- 3 credits in Slavic Civilizations or Russian Civilization and Culture (usually SLAV2169 Slavic Civilizations)
- 6 credits (normally, 2 one-semester courses) in Russian literature, culture, advanced grammar and stylistics, history or politics, of which at least 3 credits must be in Russian literature and culture (list of approved courses available from the Department)
- 3 credits (normally, a one-semester course) in Russian and Slavic linguistics (The Structure of Russian, Old Church Slavonic, or Old Russian)

The Department also has provisions for a Russian major with a concentration on culture and civilization.

### Minor in Russian (Departmental)

The departmental minor in Russian requires a minimum of 18 credits (normally, six approved courses):

- 6 credits (normally, two one-semester courses) in Russian at or above the intermediate level

- 6 credits (two one-semester courses) in Russian literature: one pre-twentieth century and one post-nineteenth century (normally 2 survey courses for classical and modern Russian literature, SLAV2162 and SLAV2173)
- 6 additional courses (normally, two one-semester courses) in Russian literature, culture, advanced grammar and stylistics, history or politics (list of approved courses available from the Department)

### Major in Slavic Studies (30 Credits)

The major in Slavic Studies provides broadly based training about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

- 6 credits (normally, two one-semester courses) in a Slavic language at or above the intermediate level
- 3 credits (normally, one one-semester course) in Slavic civilizations (usually SLAV2169 Slavic Civilizations)
- 6 credits (normally, two one-semester courses) in a Slavic literature, including, but not limited to Russian literature
- 6 credits (normally, two one-semester courses) in Slavic history, politics or linguistics (list of approved courses available from the Department)
- 9 credits (normally, three one-semester courses) in Russian and Slavic studies (list of approved courses available from the Department)

### Minor in Arabic Studies (Departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of 18 credits in approved courses (normally, six one-semester courses):

- 6 credits (normally, two one-semester courses) in Modern Standard Arabic above the first semester of intermediate intensive level
- 12 credits (normally, four one-semester courses) in Middle Eastern languages, cultures, literatures and civilizations

### Minor in Chinese (Departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of 18 credits of approved course work (normally, six one-semester courses):

- 6 credits (normally two one-semester courses) in modern Mandarin Chinese beyond the first semester of intermediate intensive level
- 12 credits (normally, four one-semester courses) in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and Introduction to Far Eastern Civilizations

### Minor in Asian Studies (Interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Sing-chen Lydia Chiang, [chiangs@bc.edu](mailto:chiangs@bc.edu), 617-552-0128.

### Minor in East European Studies (Interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of 18 credits in approved course work (normally, six one-semester courses), distributed as follows:

- 3 credits in either Russian Civilization (SLAV2165) or Slavic Civilizations (SLAV2169)

- 3 additional credits in Russian or East European history, culture or politics
- 6 credits in Russian or in another Slavic or East European language at or above the intermediate level
- 6 credits in approved elective course work from related areas such as: art history, economics, sociology, film studies, literature, linguistics or language, philosophy, or theology.

For more information on the minor in East European Studies, contact Professor Maxim D. Shroyer, Director, East European Studies minor, [shroyerm@bc.edu](mailto:shroyerm@bc.edu).

#### Minor in Jewish Studies (Interdisciplinary)

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of six 3-credit courses (18 credits), including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the Program's web page, at [www.bc.edu/schools/cas/jewish](http://www.bc.edu/schools/cas/jewish).

#### Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

#### Office of International Programs

Students taking classes in the Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit [www.bc.edu/international](http://www.bc.edu/international).

#### Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and Core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College.

## East Asian Languages and Civilizations

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### EALC1121 Elementary Chinese I (Fall: 3)

*Corequisite:* EALC1123.

#### Offered Annually

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

*Corequisite:* EALC1123

#### Offered Annually

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 Elementary Chinese I (Fall) and EALC1122 Elementary Chinese II (Spring).

#### Offered Annually

Required additional exercises and conversational practice to supplement Elementary Chinese I/II.

*Violet Richardson (Jin Xie)*

#### EALC1221 Elementary Japanese I (Fall: 4)

#### Offered Annually

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.

*Ritsuko Sullivan*

#### EALC1222 Elementary Japanese II (Spring: 4)

*Prerequisite:* EALC1221 Elementary Japanese I or equivalent.

#### Offered Annually

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.

*Ritsuko Sullivan*

#### EALC1311 Introduction to Korean I (Fall: 3)

#### Offered Biennially

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available. This course continues in the second semester as EALC1312.

*Hyang-sook Yoon*



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### EALC1312 Introduction to Korean II (Spring: 3)

*Prerequisite:* EALC1311.

**Offered Biennially**

The second semester of an introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression. Includes exercises in pronunciation, grammar and reading. Additional language laboratory drill available. Students who have not taken EALC1311 should not enroll in EALC1312 without the instructor's permission.

*Hyang-sook Yoon*

### EALC2121 Intermediate Chinese I (Fall: 3)

*Prerequisite:* EALC1122.

*Corequisite:* EALC2123.

**Offered Annually**

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.

*Corequisite:* EALC2123.

**Offered Annually**

**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 Intermediate Chinese I (Fall); EALC2122

Intermediate Chinese II (Spring).

**Offered Annually**

Additional required exercises and conversation practice for Intermediate Chinese I/II.

*Te Lai*

### EALC2221 Intermediate Japanese I (Fall: 4)

*Prerequisite:* EALC1222.

**Offered Annually**

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.

*Ritsuko Sullivan*

### EALC2222 Intermediate Japanese II (Spring: 4)

*Prerequisite:* EALC2221.

**Offered Annually**

**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.

*Ritsuko Sullivan*

### EALC2311 Continuing Korean I (Fall: 3)

*Prerequisite:* EALC1312.

**Offered 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.

**Offered 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:* EALC4122.

**Offered 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*

### EALC3166 Classical Chinese Literature (Fall: 3)

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Taught in English; no prerequisites.**

The history of classical Chinese literature from the earliest times to the end of the imperial period in 1911. English translations of major literary classics such as *Book of Song*, *Encountering Sorrow*, *Zhuangzi*, *Daodejing*, *Records of History*, early and medieval records of anomalies, Tang dynasty poetry and short stories, Song dynasty song lyrics, Yuan drama, and Ming-Qing novels. Special emphasis placed on acquiring analytical skills and critical perspectives in literary criticism through close reading of texts and in their philosophical, religious, and historical contexts.

*Sing-Chen Lydia Chiang*

### EALC3221 Third-Year Japanese I (Fall: 3)

*Prerequisite:* EALC2222.

**Offered Annually**

**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.**Offered Annually****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.**Offered Annually****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.**Offered Annually****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***EALC4153 The Linguistic Structure of Chinese (Fall/Spring: 3)****Cross listed with LING3327****Offered Periodically****Prior study of Chinese or Linguistics not required but recommended.**

An analysis of the major features of modern Chinese with some reference to dialects and earlier versions of the language: sound system, grammar, structure and meanings of words, syntax, and properties of discourse.

*The Department***EALC4190 Advanced Tutorial: Chinese (Fall/Spring: 3)****Offered Periodically****May be repeated for credit**

A course of directed study on Chinese language and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Sing-chen Lydia Chiang***EALC4221 Advanced Japanese I (Fall: 3)***Prerequisite:* EALC3222.**Offered Annually****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.**Offered Annually****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](http://www.bc.edu/courses).

**LING2379 Language and Ethnicity (Spring: 3)****Cross listed with SOCY2275 and ENGL2123****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas***LING3101 General Linguistics (Fall: 3)****Cross listed with ENGL3527****Offered Annually**

An introduction to the history and techniques of the scientific study of language in its structures and operations, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly***LING3102 Syntax and Semantics (Spring: 3)***Prerequisite:* LING3101 or equivalent.**Cross listed with ENGL3392****Offered Annually**

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*Margaret Thomas***LING3103 Language and Language Types (Fall: 3)***Prerequisites:* LING3101/ENGL3527 and at least one other course in linguistics recommended.**Cross listed with ENGL2127****Offered Periodically****Undergraduate linguistics major elective.**

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages and methodological problems facing modern linguistic typologies.

*Margaret Thomas*

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### LING3204 Sanskrit (Spring: 3)

*Prerequisite:* Familiarity with an inflected language highly recommended.

Cross listed with CLAS3332

Offered 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.

Offered Periodically

The phonological and grammatical properties of Early Slavic, exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.

*M.J. Connolly*

### LING3323 The Linguistic Structure of English (Spring: 3)

Cross listed with ENGL2121 and EDUC6323

Offered Biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language, including sound system, grammar, structure and meanings of words, and properties of discourse.

*Margaret Thomas*

### LING3325 Historical Linguistics (Spring: 3)

*Prerequisite:* LING3101 or equivalent and familiarity with an inflected language.

Cross listed with ENGL3528

Offered Annually

The phenomenon of language change and of languages, dialects, and linguistic affinities as examined through the methods of comparative linguistics and internal reconstruction.

*M.J. Connolly*

### LING3327 The Linguistic Structure of Chinese (Fall/Spring: 3)

Cross listed with EALC4153

Offered Periodically

**Prior study of Chinese or Linguistics not required but recommended.**

An analysis of the major features of modern Chinese with some reference to dialects and earlier versions of the language: sound system, grammar, structure and meanings of words, syntax, and properties of discourse.

*The Department*

### LING3361 Psycholinguistics (Fall: 3)

*Prerequisite:* Some background in linguistics or psychology recommended.

Cross listed with PSYC3377

Offered Biennially

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language by both children and by adults; and the innateness hypothesis.

*Margaret Thomas*

### LING4330 Foreign Language Pedagogy (Fall: 3)

Cross listed with EDUC6303 and RLRL5597

Offered Annually

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

### LING4391 AB Comprehensive: Linguistics (Fall/Spring: 1)

Offered Annually

Required for Honors candidates in Linguistics

Individually-designed independent research under faculty supervision. Taken in Fall or Spring of the senior year.

*Michael Connolly*

## Near Eastern Languages and Civilizations

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### NELC1121 Elementary Arabic I (Fall: 3)

*Corequisite:* NELC1123 Elementary Arabic Practicum.

Offered Annually

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.

*Corequisite:* NELC1123.

Offered Annually

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 Elementary Arabic I (Fall) and NELC1122 Elementary Arabic II (Spring).

Offered Annually

Required exercises and conversational practice to supplement Elementary Arabic I/II.

*Samira Al Recha Kuttab*

### NELC1131 Arabic for Scholars I (Fall: 3)

Offered Annually

An introduction to the study of literary and formal spoken Arabic, with exercises in pronunciation, grammar, vocabulary, and reading. This course continues in the second semester as NELC1132.

*Wallada Sarraf*

**NELC1132 Arabic for Scholars II (Spring: 3)***Prerequisite:* NELC1131.**Offered Annually**

This course is a continuation of NELC1131, a first-semester course. Students should not enroll in NELC1132 unless they have spoken with the instructor first.

*Wallada Sarraf***NELC1331 Persian for Scholars I (Fall: 3)****Offered Periodically****Familiarity with Arabic script recommended.**

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

*Sassan Tabatabai***NELC1332 Persian for Scholars II (Spring: 3)***Prerequisite:* NELC1331.**Offered Biennially**

The second semester of a continuation of an intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

*Sassan Tabatabai***NELC2062 States and Minorities in the Middle East (Fall: 3)****Cross listed with SOCY1150****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

*Franck Salameh***NELC2121 Intermediate Arabic I (Fall: 3)***Prerequisite:* NELC1122.*Corequisite:* NELC2123.**Offered Annually****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.*Corequisite:* NELC2123.**Offered Annually****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)***Corequisites:* NELC2121 Intermediate Arabic I (Fall); NELC2122 Intermediate Arabic II (Spring).**Offered Annually**

Required exercises and conversational practice to supplement Intermediate Arabic I/II.

*Mudafar Al-Ziyadi***NELC2161 Modern Middle Eastern and Arabic Literature****(in Translation) (Spring: 3)****Cross listed with RLRL2292 and ENGL2348****Satisfies Cultural Diversity Core Requirement****Offered Annually****All works are read in English translation.**

The complex, multicultural nature of the Middle East by surveying the twentieth-century literature of Arabic-speaking lands, Israel, and Turkey. Identity, culture, religion, nationalism, conflict, and minority narratives. Arabic works: the writings of Adonis, Darwish, and Qabbani. Hebrew works: the writings of Amichai and Bialik. Works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects: 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 Introduction to Modern Hebrew II.**Cross listed with THEO1081****Offered 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 Continuing Modern Hebrew I or equivalent.**Cross listed with THEO1082****Offered 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.**Offered Annually****Two semesters of this course satisfy the MCAS language-proficiency core requirement and the ICS-major language requirement.**

An examination of classical and contemporary Persian texts, both prose and poetry, for advanced students of the Persian language. Emphasis on comprehension, analysis, vocabulary building, speaking, and writing.

*Sassan Tabatabai***NELC4121 Advanced Arabic I (Fall: 3)***Prerequisite:* NELC2122.**Offered Annually****Conducted in Arabic. Satisfies Foreign Language Proficiency core requirement.**

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.

*Atef Ghozbrial*



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### NELC4122 Advanced Arabic II (Spring: 3)

*Prerequisite:* NELC4121.

**Offered Annually**

**Conducted in Arabic. Satisfies Foreign Language Proficiency core 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*

### NELC4130 Advanced Arabic Reading Seminar (Fall/Spring: 3)

*Prerequisite:* NELC4122.

**Offered Periodically**

**Admission by department permission only.**

Close analytic reading of original texts in Arabic, varying from Pre-Islamic poetry up through contemporary literature. Conducted principally in Modern Standard Arabic.

*Atef Ghobrial*

### NELC4190 Advanced Tutorial: Arabic (Fall/Spring: 3)

**Offered Periodically**

**May be repeated for credit.**

A course of directed study on Arabic grammar and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Franck Salameh*

## Slavic Studies

### *Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### SLAV1121 Elementary Russian I (Fall: 4)

*Corequisite:* SLAV1123.

**Offered Annually**

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.

*Corequisite:* SLAV1123.

**Offered Annually**

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)

*Corequisites:* SLAV1121 (Fall) and SLAV1122 (Spring).

**Offered Annually**

Required additional exercises and conversational practice to supplement Elementary Russian I/II.

*Elena Lapitsky*

### SLAV1166 St. Petersburg: Dream and Reality (Fall: 3)

*Corequisite:* CLAS1702.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Founded in 1703 by Peter the Great on the barely inhabited headwaters of the Neva river, St. Petersburg quickly became one of Europe's great modern cities and the site of several artistic and political revolutions. Torn between utopian aspirations and earthly realities, heaven and earth, Petersburg fascinated several of Europe's greatest authors: among them Pushkin, Gogol, Dostoevsky, and Bely. This course will survey the history and culture of St. Petersburg, including its fine arts and fabulous music, while concentrating on literary expression and social and philosophical reflection about the meaning of St. Petersburg for Russia and beyond.

*Thomas Epstein*

### SLAV2065 Society and National Identity in the Balkans (Fall: 3)

**Cross listed with SOCY2280**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

*Mariela Dakova*

### SLAV2121 Intermediate Russian I (Fall: 4)

*Prerequisite:* SLAV1122.

**Offered Annually**

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:* SLAV2121.

**Offered Annually**

**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**

**Offered Annually**

**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, Turgenyev, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shrayer*

**SLAV2164 Russian Cinema (Spring: 3)**

Cross listed with HONR4464 and FILM2277

Offered Periodically

Conducted entirely in English. All films with English subtitles

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as to connections between filmic and literary texts. The course examines works by leading directors along with a consideration of Russian contributions to film theory.

*Thomas Epstein***SLAV2169 Slavic Civilizations (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Satisfies undergraduate major

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of Common Slavic history to the diaspora of the Slavs of Central, Eastern, and Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history. A selection of readings (all in English) illustrates some of the most prominent Slavic contributions to the culture of the world.

*Mariela Dakova***SLAV2173 Twentieth-Century Russian Literature (in translation)**

(Spring: 3)

Cross listed with ENGL2228

Offered Periodically

Readings and lectures in English. Undergraduate major elective.

Russian major requirement.

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

*Maxim D. Shrayer***SLAV2179 Tolstoy and Dostoevsky (in translation) (Spring: 3)**

Cross listed with ENGL3303

Offered 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***SLAV2180 From Russia with Love: Russian Musical and Visual**

Culture (Fall/Spring: 3)

Offered Periodically

*The Department***SLAV2811 Continuing Bulgarian I (Fall: 3)***Prerequisite:* SLAV1882.

Offered Biennially

The course develops active language skills through intensive communication exercises and translation. It provides a review of major

difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles. The course continues in second semester as SLAV2812.

*Mariela Dakova***SLAV2812 Continuing Bulgarian II (Spring: 3)***Prerequisite:* SLAV2811.

Offered Biennially

Satisfies Foreign Language Proficiency requirement.

Advanced discussion of the complexity of Bulgarian structure, along with intensive practice in translation and communication.

*Mariela Dakova***SLAV3051 Early Slavic Linguistics and Texts (Fall: 3)**

Cross listed with LING3208

Offered Biennially

*M. J. Connolly***SLAV3121 Third-Year Russian I (Fall: 3)***Prerequisite:* SLAV2122.

Offered Annually

Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

*Natalia A. Reed***SLAV3122 Third-Year Russian II (Spring: 3)***Prerequisite:* SLAV3121.

Offered Annually

Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

Continuing the development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

*Natalia A. Reed***SLAV3490 Advanced Tutorial: Polish (Fall/Spring: 1)**

Offered Periodically

A course of directed study in the reading and analysis of Polish texts intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Barbara Gawlick***SLAV4121 Advanced Russian I (Fall: 3)***Prerequisite:* SLAV3122.

Offered Annually

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.

*Natalia A. Reed*

## ARTS AND SCIENCES

### SLAV4122 Advanced Russian II (Spring: 3)

*Prerequisite:* SLAV4121.

**Offered Annually**

**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 ENGL6601 and HIST4294**

**Offered Periodically**

A brief overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of ideology, metaphysics, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, journalism, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, 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 readings will be in English translation.

*Maxim D. Shraye*

## Sociology

### Faculty

**Sarah Babb**, *Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**Charles Derber**, *Professor*; A.B., Yale University; Ph.D., University of Chicago

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Andrew Jorgenson**, *Professor; Chairperson of the Department*; B.S., University of Utah; Ph.D., University of California, Riverside

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**Juliet Schor**, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Brian Gareau**, *Associate Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

**Paul S. Gray**, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

**Zine Magubane**, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Shawn McGuffey**, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

**Sara Moorman**, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

**Gustavo Morello, S.J.**, *Associate Professor*; B.A., Universidad Del Salvador, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina

**Natasha Sarkisian**, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

**Julia Chuang**, *Assistant Professor*; B.A., Harvard University; M.A., Ph.D., University of California, Berkeley

**Wen Fan**, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

### Contacts

- 617-552-4130
- [www.bc.edu/sociology](http://www.bc.edu/sociology)
- [sociology@bc.edu](mailto:sociology@bc.edu)

### Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual, career, and civic interests of students who are concerned about what is happening in their society and in their daily personal interactions. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc.

Many Sociology courses are part of the University Social Science Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

### Information about Core Courses

Course listings in Course Information and Schedule will indicate which, if any, Core requirements are satisfied by each course.

### Major Requirements

Sociology majors are required to take a minimum of 30 credits (generally ten courses) in Sociology. These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- 18 credits in elective courses, at least 9 credits of which must be in upper level courses (SOCY3000 or higher).

### Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.

- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- 6 credits in elective courses, at least 3 credits of which must be in courses numbered SOCY3000 or above.

### Honors Program

Membership in the undergraduate Honors Program in Sociology is by invitation and is designed to give eligible Sociology majors (3.50 GPA, 3.50 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The sequence begins in the second term of the junior year when students read some of the most engaging classics of sociological research. In the first semester of the senior year, students design an original project and in the last semester of the senior year, they gather and analyze the data and write the thesis. For details, consult Professor Brian Gareau.

### Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Introductory Sociology or Intro to Sociology for Health Care Professionals, Statistics, Methods, and Theory), prior to going abroad.

Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. The department recommends not more than two Sociology courses in any one semester or five Sociology courses in a full year. Courses taken in other departments will not be considered for Sociology credit unless a syllabus and reading list are submitted. All Sociology majors should consult with Professor Gustavo Morello, McGuinn 422, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

### Internship

The department offers two courses of 3 credits each which are focused on the internship experience, SOCY5540 and SOCY5541, Internship in Sociology I and II. Students who have taken one or both of these courses have found placements which gave them experience in a wide variety of fields: legal, political, health/medical, social work, advertising/marketing, and business, to name a few. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where the valuable skills of Sociology may be applied and where they may find employment after graduation. For details, consult Professor John B. Williamson.

### Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

#### *B.A./M.A. Program*

Application normally takes place by February 1 of the second semester of the junior year. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

Undergraduates must understand that admission is highly competitive. Normally, a student must have an overall GPA, after five semesters, of at least 3.50 with at least a 3.50 GPA in Sociology courses. For details, consult the Director of Graduate Admissions no later than the first semester of the junior year.

### *B.A./M.S.W. Program*

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The master's degree will be awarded one year later. The choice of this program should be made by Sociology majors before April of their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Sara Moorman and the School of Social Work website: [www.bc.edu/schools/gssw/admission.html](http://www.bc.edu/schools/gssw/admission.html).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **SOCY1001 Introductory Sociology (Fall/Spring/Summer: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**Offered every semester. Do not take SOCY1001 if you have already taken SOCY1002. Only one of these courses will count toward the major or minor.**

This course conveys a sense of the history of sociology and introduces students to the most essential concepts, ideas, theories, and methods of the discipline. Special topics may include interaction in everyday life, sociology of the family, gender roles, race and ethnic relations, and the sociology of work, among others. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history. Ordinarily, SOCY1001.01 is reserved for majors and minors. Note that Introductory Sociology is taught by different instructors; check each instructor's syllabus for a more exact description.

*The Department*

#### **SOCY1002 Introduction to Sociology for Healthcare Professions**

**(Fall: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**Do not take SOCY1002 if you have already taken SOCY1001.**

**Only one of these courses will count toward the major or minor.**

This course is designed to present the fundamentals of sociology to an audience of future healthcare professionals. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins. It will highlight issues of interest to healthcare professionals, along with sociological concepts that appear on the MCAT exam.

*Lara Birk*

#### **SOCY1024 Gender and Society (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**This can be taken as part of the Women's Studies minor.**

This course explores the formation, experience, and change of women's and men's social lives in history. Topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture, and the mass media; (5) gender equality and social justice.

*The Department*



## ARTS AND SCIENCES

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**SOCY1030 Deviance and Social Control (Fall/Spring: 3)**  
**Satisfies Social Science and Cultural Diversity Core Requirements**  
**Offered Annually**  
**Fulfills a requirement in the Women's Studies Program and the Pre-Law Program.**

This course explores the social construction of boundaries between the “normal” and the so-called “deviant.” It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study, and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

*Stephen J. Pfohl*

**SOCY1031 Society and Environmental Transformations (Spring: 3)**  
**Offered Periodically**

Where do contemporary environmental problems come from? Why is it so hard to resolve serious global environmental issues? Are environmental problems really social problems? This course will compel students to explore these questions, to devise answers to them, and to learn how to understand environmental problems with sociological analytical tools and methods. Students will explore the historical origins of the contemporary world, revisit the social and environmental changes brought about by the Industrial Revolution, the World Wars, and the liberalization of capitalism, and, through first-hand research, ponder how globalization might be the start of a new environmental transformation for society.

*Brian Gareau*

**SOCY1038 Race, Class, and Gender (Fall: 3)**

**Cross listed with AADS1138**

**Satisfies Cultural Diversity and Social Science Core Requirements**  
**Offered Periodically**

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

*Shawn McGuffey*

**SOCY1039 African World Perspectives (Spring: 3)**

**Cross listed with AADS1139**

**Satisfies Cultural Diversity and Social Science Core Requirements**  
**Offered Periodically**

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of “units.” Each unit deals with a major area of debate in the field of African studies.

*Zine Magubane*

**SOCY1049 Social Problems (Fall/Spring/Summer: 3)**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

This course is an exploration of different sociological approaches to the study of social problems and social trends in contemporary society.

It examines the linkages between social structures/institutions, culture, and human experience. The course emphasizes theoretical research issues, especially how, and to what degree, the understanding of social problems are a direct result of the processes used to define social problems as well as the research methods and procedures used to investigate them. Students will learn to critique popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

*The Department*

**SOCY1071 Global Inequalities (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

What is globalization and what are its consequences? This course examines the relationship between globalization and global inequality. This course is divided into four parts. First we ask: who are the beneficiaries of the outsourced economy? Second, we look at the emergence of a new global underclass. Third, we look specifically at the U.S. and ask what caused the decline of the American manufacturing base. Finally, we return to examine the movement of capital across the globe and ask: what are the new risks of globalization in the face of systemic financial crises like the banking crisis of 2008?

*Julia Chuang*

**SOCY1072 Inequality in America (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

**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.

*Eve Spangler*

**SOCY1073 States, Markets, and Bodies (Fall: 3)**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

An introduction to the Political Economy, this course will introduce students to theories, concepts, and tools for studying relations between states and markets that affect 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**

**Offered Annually**

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**

**Offered Periodically**

This course covers Western cultural pressures on women to be super-slim. We analyze biological, sociological, and feminist perspectives on the body especially with regard to issues of beauty and body image and sexuality. We analyze how race, ethnicity, and class intersect to create differences among women's relationship to their bodies. In what way do biological perspectives illuminate as well as cloud understanding of women's relationship to their bodies? We explore mass-mediated pressures on women's bodies through films, women's magazine, reality TV, and social networking sites. We examine the plastic surgery industry and the growing trend toward "designer bodies."

*Sharlene Hesse-Biber*

**SOCY1092 Peace or War (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, Syria, the Israeli-Palestinian conflict, and 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**

**Offered 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*

**SOCY1096 Aging and Society (Fall: 3)**

**Offered Periodically**

"Age doesn't matter unless you're a cheese," quipped actress Billie Burke (the Good Witch in *The Wizard of Oz*). Nevertheless, age does matter within societies. This class will cover specific topics in four general areas of sociological study: roles and relationships (e.g., within the family), inequalities (e.g., ageism), institutions (e.g., health care), and social change (e.g., the aging of the population). By the end of the course, you will have acquired a new approach to thinking about how you and others age in the social world and the ways in which age is portrayed in the media.

*Sara Moorman*

**SOCY1097 Death and Dying (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Offered Annually**

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, assisted suicide, genocide, euthanasia, homicide, the death penalty, near-death experiences, brain death, efforts to extend the human life span, and social immortality.

*John B. Williamson*

**SOCY1150 States and Minorities in the Middle East (Spring: 3)**

**Offered Periodically**

A broad-based overview of the role of language choice plays in the construction of national and cultural identity in the Middle East. We will examine the role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism and the role of local dialects in the conceptualization of competing national identities and territorial nationalisms. In particular, and in addition to Arab Nationalism and Zionism, we will examine the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.

*Franck Salameh*

**SOCY1511 From #BlackLivesMatter to #MeToo: Violence and Representation in the African Diaspora (Fall: 6)**

**Cross listed with AADS1501**

**Satisfies Literature and Social Science Core Requirements**

**Offered Periodically**

**Core Renewal: Complex Problems. For freshmen only.**

This course explores pressing problems of modern race and gender-based sexual violence in the U.S. and throughout the African Diaspora. Utilizing interdisciplinary perspectives in both the humanities and social sciences, we will examine the roots of sexual violence, the ways in which it has been expressed, the meanings attached to it, and its implications for society from an intersectional perspective. Students will: (1) examine the wide-ranging ramifications of racism on rape culture; (2) formulate solutions for intervening in and eradicating rape culture; and (3) summon their imaginations to envision a world without sexual violence.

*Regine Jean-Charles*

**SOCY1710 Constructing Deviance: Power, Control, and Resistance (Spring: 3)**

**Corequisite: GERM1701.**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course examines the historical production, policing, and change of boundaries between normative social life and that condemned as "deviant." To deviate from powerful norms is to risk being repetitively "othered" by social control agents of various sorts—parents, priests, judges, doctors, and politicians. Who wins and who loses in this battle? Animated by a concern for social justice, the course invites students to reckon with how gendered, racialized, economic, and erotic

rituals of power influence the contested construction of dominant and deviant expressions of religion, law, medicine, kinship, governance, commerce, bodily pleasure, and popular culture.

*Stephen Pfohl*

**SOCY1711 Social Inequality in America (Spring: 3)**

*Corequisite:* COMM1703.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course takes a structural and systemic view of inequality, exploring how legally protected economic advantage cascades into institutional inequality in other areas, such as politics, education, science, and popular culture. Students will consider the diverse means by which inequality is justified and then made to seem invisible, while also being taught the tools available for making a difference.

*Eve Spangler*

**SOCY2181 Gender, Identity, and Sexuality (Spring: 3)**

**Offered Periodically**

This course aims to provide an introduction and foundation to the field of gender and sexuality studies. The course will explore the relationship between sex, gender, sexuality, and identity, while also looking at the intersections of race, class, ethnicity, culture, and other positionalities. The course will review the history of gender and sexuality studies, the social construction of identities, the power and privilege of certain identities, the impact of media and popular culture on our understanding of identity, as well as the social movements and future of the LGBTQ+ populations and other identities.

*The Department*

**SOCY2200 Statistics (Fall/Spring: 3)**

**Offered Annually**

**Required for the Sociology major.**

This course is an introduction to statistics, with some emphasis on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

*The Department*

**SOCY2210 Research Methods (Fall/Spring: 3)**

**Offered Annually**

**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)**

**Offered Annually**

**Required for the Sociology major**

This course focuses on the major lines of classical sociological theory, especially the writings of Marx, Weber, and Durkheim. The application of these theoretical foundations to contemporary problems (racism, gender inequality, LGBTQ rights, Islamophobia) will draw on commentary from multiple media sources.

*The Department*

**SOCY2225 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with COMM2225, ENGL2125, and HIST2502**  
**Offered Annually**

**Fulfills Women Writer's requirement for ENGL/LSOE majors.**

**Satisfies one of three elective courses required within the**  
**Communication major.**

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.

*The Department*

**SOCY2254 Community Service Research Seminar (Fall/Spring: 3)**

**Cross listed with AADS2248, UNAS2254**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

**Students should contact the Thea Bowman AHANA and**

**Intercultural Center to obtain permission to register.**

CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with communities of color in Massachusetts. In the fall, students will participate in a seminar to study the process of community-based research and its methodologies and begin to design a research proposal for an independent study with a faculty advisor for the spring semester research project. The seminar will also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to four research-interest communities.

*Deborah Piatelli*

**SOCY2255 Advanced Community Service Research Seminar II (Spring: 1)**

*Prerequisite:* SOCY2254.

*Corequisite:* Readings and Research.

**Cross listed with AADS2249 and UNAS2255**

**Offered Periodically**

CRP is a two-semester program (SOCY2254 and SOCY2255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American and/or African Diaspora communities. In the fall, students in SOCY2254 learn the process of community-based research and its methodologies and begin to design a proposal for an independent study for spring. In spring, students sign up for SOCY2255 in conjunction with a Readings and Research to conduct their projects. The Spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

*Deborah Piatelli*

**SOCY2275 Language and Ethnicity (Spring: 3)**

**Cross listed with ENGL2123 and LING2379**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity

through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas*

**SOCY2280 Society and National Identity in the Balkans (Fall: 3)**

**Cross listed with SLAV2065**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

*Mariela Dakova*

**SOCY3303 Social Construction of Whiteness (Spring: 3)**

**Offered Annually**

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender. Through writing and in-class group discussion, students will examine their own identities and consider how consciously or unconsciously they are affected by these processes, as well as consider strategies for challenging racism.

*Deborah Piatelli*

**SOCY3304 Race, Ethnicity, and Popular Culture (Spring: 3)**

*Prerequisite:* Students taking this course must have taken at least one other sociology course. Familiarity with postmodernism, postcolonial studies, and gender and/or race theory suggested.

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

*Zine Magubane*

**SOCY3307 Race in the Criminal Justice System (Spring: 3)**

**Offered Periodically**

This class will examine the growth of the prison system and its relationship to structural racism in the United States. Students will examine the historical context in which the prison system expanded and privatized, with specific reference to desegregation and changes in the United States' immigration and national security policies. A heavy emphasis will be placed on differences in how deviance is defined for peoples of different races, genders, classes, and sexual orientations.

*Julia Bates*

**SOCY3309 Restoration and Resistance: International Innovations in Criminal Justice (Fall: 3)**

**Offered Periodically**

This course will enable students to develop sociologically informed, globally situated, and politically meaningful definitions of crime, punishment, and social justice by surveying international social movements and initiatives seeking criminal justice reform. At the conclusion of the course students will be expected to envision and articulate a criminal justice innovation of their own.

*Jessica Hedges*

**SOCY3310 Studies in Crime and Social Justice (Fall/Spring: 3)**

**Cross listed with AADS3311**

**Offered Periodically**

Crime and social justice are considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. This course allows students to analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

*Jessica Hedges*

**SOCY3314 Mental Illness and Society (Fall: 3)**

**Offered Periodically**

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private "personal trouble, is also a public issue. We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, labeling theory, as well as issues of gender, race, class, and sexuality in mental illness.

*The Department*

**SOCY3316 The Sociology of W.E.B. Du Bois (Fall/Spring/Summer: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course explores the life and theoretical works of W.E.B. Du Bois. It is also a historical sociology of the emergence of sociology as an academic discipline. The course explores why mainstream American sociology has been so slow to recognize the contributions of W.E.B. Du Bois to the founding of the discipline. The course is also a rigorous exploration of the major theories he developed with regards to racism, capitalism, imperialism, colonialism, and sexism. The course concludes by exploring the enduring influence of W.E.B. Du Bois with a particular emphasis on how his work informed and continues to inform scholars of post colonialism, race and ethnicity, inequality, and identity.

*Zine Magubane*

**SOCY3319 Living in the Age of Big Data (Spring: 3)**

**Offered Periodically**

We live in a world where every aspect of our lives, from our commute to shopping habits, from our circle of friends to our heart rate, is



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used to generate “big data.” In this course we will investigate what big data is, how it is collected and by whom, and the ways in which this data is used to impact our daily lives. We will explore examples of its use in diverse areas like marketing, the sharing economy, and health-care and seek to understand both the exciting opportunities and ethical challenges of our new quantified reality.

*Mehmet Cansoy*

### **SOCY3321 Building Sustainable Communities (Summer: 3)**

**Cross listed with APSY3320 and ENV53321**

**Offered Annually**

This course will investigate contemporary urban environments through the eyes of urban farmers and community innovators who are building more equitable communities and sustainable relationships with the land. Fieldwork, class discussions, environmental media, and workshops with community partners will facilitate our engagement with sustainability narratives and practices. Course themes include urban planning and racial politics, challenges and opportunities of deindustrialization, the environmental justice movement, youth education, organizational development, and community-based urban transformation.

*Matthew DelSesto*

### **SOCY3325 Immigration and Identity (Fall/Spring/Summer: 3)**

**Offered Periodically**

The course explores both the history of U.S. immigration while connecting it to contemporary issues of immigration in the current Trump era. The course is designed to challenge students as we critically examine immigration theory and focus on the geo-political changes (in particular War on Terror) impacting immigrants, immigration, and immigration policy. We answer three perennial questions: (1) What is an immigrant? (2) Who is an immigrant? (3) How does one become an immigrant? We will look at the intersection of immigrant identities (class, race, ethnicity, gender, and religion) while examining immigrant experiences in the host society.

*Maheen Haider*

### **SOCY3342 Faith and Conflict: Religion and Social Change in Latin American Societies (Fall: 3)**

**Cross listed with TMST7099**

**Offered Periodically**

Liberalism was a major political influence in most of the new Latin American republics during the nineteenth century. During most of the twentieth century, the church stood itself against modernity and fought against progressive and liberal positions. However, during the Sixties, a very important renewal in theology took place in the church. This renewal had political consequences in Latin America, where wide portions of the faithful and clergy supported progressive theology. The seminar will study the progressive theological ideas and their impact in Latin America. We will frame this discussion in the debate about secularization and modernity in the continent.

*Gustavo Morello*

### **SOCY3346 Environmental Justice (Spring: 3)**

**Offered Periodically**

This course examines challenges and controversies associated with the unequal distribution of environmental hazards across communities. Students will explore the social, industrial, and government forces that create inequitable burdens of environmental pollution as well as movements to reduce such burdens. While a majority of the course will focus on the United States, readings will include cases from around the world. Students will be expected to actively contribute to class discussions

and to complete a pilot research project on the environmental justice implications of an area of everyday consumption such as food, clothing, cleaning, transportation, or technology.

*Monique Ouimette*

### **SOCY3353 Topics: Non Profit Management (Fall: 3)**

**Cross listed with BSLW1150**

**Offered Annually**

Students study a specific nonprofit and develop an analysis of important elements, strategies, and management techniques. Class discussion, simulations, and lectures provide an opportunity to understand important concepts at a number of levels. Finally, guest speakers offer an opportunity to have contact with nonprofit leaders who function in the real world. The culmination of this work is the production of a strategic plan for the nonprofit that the student has chosen. The plan and a presentation offer the opportunity to integrate course material, demonstrate creativity, and mesh a conceptual understanding with real world issues and challenges.

*Sy Friedland*

### **SOCY3359 Sports in American Society (Spring: 3)**

**Offered Periodically**

**Sociology majors only; will not be offered next year.**

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*

### **SOCY3367 Social Justice in Israel/Palestine (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**For permission to take this course, e-mail Professor Spangler directly.**

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*

### **SOCY3368 Masculinity, Sexuality, and Difference (Spring: 3)**

**Cross listed with COMM2180**

**Offered Annually**

**Satisfies one of three elective courses required within the Communication major. Satisfies Critical Issues course required within Communication major for Class of 2021 and beyond.**

This course will examine constructions of masculinity and sexuality in Western society from a critical cultural perspective. We will consider the ways in which cultural narratives about “acceptable” masculine behaviors and attitudes catalyze social conflicts, reinforce established power hierarchies, and organize the modes of being available to people of different gender identities and sexual orientations. We will also evaluate the liberatory potential of emergent discourses and practices that seek to cultivate greater acceptance of diversity and promote social healing.

There will be a concentrated focus on popular cultural forms (especially television, film, music, sports, and social media) that are particularly influential to contemporary men and boys.

*Brett Ingram*

**SOCY3370 Gender, Health and Inequality (Fall: 3)**

**Offered 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*

**SOCY3373 Sexuality and Society (Spring: 3)**

**Offered Periodically**

This course explores societal understandings of sexuality through examining the ways that sexuality is promoted, repressed, and contested within American society. The topic will be surveyed in terms of social behavior, identity, culture, and power. Course readings will emphasize the influence of culture, institutions, and social interactions on sexuality, as well as explore the role of the state and the power of social norms in constructing sexuality.

*Calista Ross*

**SOCY3374 Reproduction and Reproductive Justice (Fall/Spring: 3)**

**Offered Periodically**

Reproduction is biological and social, local and global, personal and political. In this course we will ask: how does society shape people’s options and experiences of reproduction? We will examine the relationship between self, body, and society through topics such as: conception, pregnancy, infertility, abortion, birth, surrogacy, reproductive technology, and aging. We will analyze these through a reproductive justice lens, noting how intersecting inequalities of gender, race, class, and sexuality affect the politics of reproduction and reproductive governance. This course will primarily focus on the U.S. but will also include a global comparative perspective.

*The Department*

**SOCY3375 American Economic Crisis and Social Change**

**(Spring: 3)**

**Offered Periodically**

This course offers a new way to think about America, focusing on our values, our intertwined economic and social crises exploding in the 2008 Wall Street meltdown, and systemic solutions. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, family breakdown, global warming, overweening corporate power, and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.

*Charles Derber*

**SOCY3378 Inside-Out: Perspectives on Crime, Corrections, and Justice (Fall: 3)**

*Prerequisite:* With permission of the Instructor.

**Cross listed with APSY3378**

**Offered Annually**

**Most sessions will meet at the Suffolk County House of Correction.**

**Due to the unique nature of this course, registration is by application only. For more information and to obtain an application, please e-mail: [delsesma@bc.edu](mailto:delsesma@bc.edu).**

This Inside-Out course is an opportunity for a group of students from Boston College and the Suffolk County House of Correction to exchange ideas and perceptions about crime, corrections, and justice. It is a chance for all participants to gain a deeper understanding of the United States criminal justice system through the marriage of theoretical knowledge and practical experience achieved in meetings throughout a semester. Topics include causes and definitions of crime, criminal justice institutions, myths and realities of prison life, experiences of crime victims, theories of punishment and rehabilitation, and the relationship between crime and community. Most sessions will meet at the Suffolk County House of Correction.

*Matthew DelSesto*

**SOCY3388 Culture Through Film (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

We will explore contemporary issues, perception and reality, language, race, gender, sexual orientation, indigenous rights, marriage, colonialism, protest and chaos, and attempt to “think outside the box.” Each week we will view one or more films that raise questions about the ways we understand these issues. The films have been selected to enable us to experience alternative ways of thinking about concepts with which we probably feel comfortable. The goal of the course is to allow us to realize that many of our beliefs are cultural constructions and in fact are always in the process of revision.

*James Hamm*

**SOCY3391 Social Movements (Fall: 3)**

**Offered Periodically**

Social movements have played a major role historically, helping bring about much that is often taken for granted: democratic governance, chattel slavery’s demise, women’s suffrage, the 40-hour work week, and basic environmental regulations. Today, movements remain central to social change, but just as in the past, they are often denigrated, from the left and the right. This course critically surveys movements across time, space, and ideology, though we focus on the U.S., with particular attention to the modern climate justice movement and conservative countermovement. Students will learn concepts and tools from social movement theory while applying them experientially.

*Robert Wengronowitz*

**SOCY4901 Reading and Research (Fall/Spring: 3)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

**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*

## ARTS AND SCIENCES

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### **SOCY4931 Important Readings in Sociology (Spring: 3)**

*Prerequisite:* With permission of the Department.

**Offered Annually**

**This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.**

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

*Paul Gray*

### **SOCY4961 Senior Honors Seminar (Fall: 3)**

*Prerequisite:* With permission of the Department.

**Offered Annually**

**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:* With permission of the Instructor.

**Offered Annually**

Enrollment limited to candidates for Scholar of the College. This is not a classroom course.

*The Department*

### **SOCY4963 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* With permission of the Department.

**Offered Annually**

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 SOCY4963.01 students complete their thesis research under the direction of their faculty advisor. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

*Paul Gray*

### **SOCY5532 Images and Power (Spring: 3)**

**Offered Annually**

**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. Pföhl*

### **SOCY5540 Internship in Sociology I (Fall/Spring: 3)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

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:* With permission of the Instructor.

**Offered Annually**

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*John B. Williamson*

### **SOCY5545 Medical Sociology (Spring: 3)**

**Offered Periodically**

In this course, we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but, instead, we must also consider a variety of social, political, economic, and cultural forces. This course uses sociological perspectives and methods to understand topics such as: social meanings of illness; patterns in the distribution of health and illness; the ways people seek help for and manage their illnesses; the ways doctors, nurses, and patients interact with each other; the cultural, organizational, and economic functioning of various healthcare institutions; and social movements surrounding health.

*Wen Fan*

### **SOCY5557 Sociology of Development (Fall/Spring: 3)**

**Offered Periodically**

A large share of the world's population still lives under conditions of abject poverty and limited freedom. In this seminar, we begin by considering the history of twentieth century development ideas and debates, before moving on to considering contemporary sociological contributions. Over the course of the semester, we will read work on a wide variety of development topics, including industrialization, dependency, neoliberalism, social development, microcredit, international organizations, and environmental sustainability. This course is designed to provide a broad introduction, and is suitable for graduate students planning area exams in development sociology, as well as advanced undergraduate students able to keep up with graduate-level work.

*The Department*

**SOCY5558 Qualitative Methods (Spring: 3)****Offered Annually****This course is an advanced data analysis course and provides advanced training to students in their major.**

This is an upper level research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, participant observation) and analysis, and writing/presenting qualitative research.

*Sharlene J. Hesse-Biber***SOCY5562 Environmental Sociology I (Fall: 3)****Offered Periodically**

This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here (1) pioneered the formation of environmental sociology, (2) directed its various trajectories, and (3) represents recent developments. Classical readings include the works of Karl Marx, Kautsky, and Adam Smith. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, environmental justice, critical studies of global environmental governance, and political ecology.

*Brian Gareau***SOCY5565 Introduction to Social Work (Fall/Spring: 3)****Cross listed with PSYC2200 and SCWK6600****Offered Annually****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***SOCY5570 Political Sociology (Fall: 3)****Offered 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. Students will be expected to participate in course discussions, provide weekly write-ups, and write a final paper.

*Brian Gareau***SOCY5577 Sociology of Religion (Fall/Spring: 3)****Offered Periodically****This course is designed for graduate students and undergraduates capable of doing graduate-level work. Interested undergraduates should meet with the professor before registering.**

This is a mixed grad/undergrad seminar designed for students in Sociology or related fields (like Theology, Social Work, Political Sciences, and History). Students will gain knowledge on the classics

of the Sociology of religion, the main theoretical discussions, and the contemporary trends in the field. It will cover some theoretical and methodological perspectives as well as research literature and will include three geographical areas: U.S., Europe, and Latin America. We will start exploring the current discussions in the field. Then we will devote time to read the classics: What have the Founding Fathers of sociology (Marx, Durkheim, and Weber) said about religion? After that we proceed to study the main theoretical frameworks to understand religion from a sociological perspective: Secularization and Rational Choice theories. We will also look at other alternative analyses, like cultural theories, popular religiosity, and lived religion.

*Gustavo Morello***SOCY5593 Advanced Topics in Transnational Feminism****(Spring: 3)****Offered Periodically**

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

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

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane***SOCY6670 Technology and Culture (Fall/Spring: 3)****Cross listed with CSCI2267, ISYS2267, and PHIL6670****Offered Annually****Satisfies Computer Science Requirement. Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.**

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

*William Griffith***Theatre****Faculty**

**Scott T. Cummings**, *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



## ARTS AND SCIENCES

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**Luke Jorgensen**, *Associate Professor of the Practice; Assistant Chairperson*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

**Jacqueline Dalley**, *Associate Professor of the Practice*; B.A., University of California at Davis; M.F.A., Carnegie-Mellon University

**Patricia Riggan**, *Associate Professor of the Practice*; B.A., Cornell University; M.F.A., Brandeis University

**Sun Ho Kim**, *Assistant Professor of the Practice*; B.A., Cho Sun University; M.F.A., Boston Conservatory

### Contacts

- Undergraduate Program Information: Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu
- [www.bc.edu/theatre](http://www.bc.edu/theatre)

### Undergraduate Program Description

The Boston College Theatre Department—faculty, staff, and students—is committed to theater education that combines art with scholarship and drama study with theater practice. We seek to foster creativity, critical thinking, excellence, and professionalism through the integration of courses, productions, workshops, and other activities. We value theater 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 Theater (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theater Production I (spring only)
- THTR1140 Elements of Theater Production II (fall only; prerequisite THTR1130)
- THTR2275 History of Theater I (fall only)
- THTR2285 History of Theater 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 Theater History courses (numbered from THTR3370 to THTR3389 and from THTR4470 to THTR4489); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest. Students may bundle three 1-credit mini-courses together to make one General Theatre Elective.

In addition, Theatre majors must complete a total of six Production Labs. These are experiential learning courses that involve practical work backstage or in the shops (1 credit) or as a designer or stage manager (2 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 theater 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 theater education that balances courses in theater studies and theater 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 Theater (fall and spring)
- THTR1103 Acting 1: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theater Production I (spring only)
- THTR2275 History of Theater I (fall only) **OR** THTR2285 History of Theater II (spring only)
- One upper-level Literature, Criticism, History course (see above)
- One upper-level Production/Performance course (see above)
- Three 1-credit Production Labs (including at least one Prep Lab)

Students who wish to declare a Theatre minor should contact Professor Luke Jorgensen, Assistant Chairperson, [luke.jorgensen@bc.edu](mailto:luke.jorgensen@bc.edu), with an e-mail 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 theater 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 Theater (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring) **or** THTR1130 Elements of Theater Production I (spring only)
- THTR2258 Creative Dramatics (fall only)
- THTR2268 Theater 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 Theater I (fall only) **or** THTR2285 History of Theater II (spring only)
- One upper-level Production/Performance course (see above) **or** THTR1140 Elements of Production II (fall only)
- Two 1-credit Production Labs (including at least one Prep Lab)

Lynch School of Education students who wish to declare an Educational Theatre minor should contact Professor Luke Jorgensen, Assistant Chairperson, ([luke.jorgensen@bc.edu](mailto:luke.jorgensen@bc.edu)) with an e-mail indicating their interest and providing their Eagle ID number. Contact should also be made with the Assistant Dean in the Lynch School of Education.

All courses for the Morrissey College of Arts and Sciences minor in Theatre and the Lynch School of Education minor in Educational Theatre need to be chosen from the Theatre Department curriculum. Courses taken abroad, courses taken at other institutions, and Readings and Research/Independent Study courses will only count towards a Theatre minor in rare and exceptional circumstances.

### Mentoring and Advisement

The Theatre Department faculty places great emphasis on academic advisement and professional mentoring. We are committed to helping students design an academic program that stimulates their curiosity, supports their interests, and advances their abilities. In this interest, we encourage students to pursue professional internships and/or summer training programs that provide practical experience and help to clarify long-range goals. When arranged in advance, internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they prepare for graduate study, advanced training, a full-time professional internship, or early-career job experience.

### The Theatre Department Production Program

The Theatre Department maintains an ambitious co-curricular production program that includes four faculty-or-guest directed Mainstage productions and two student-directed, student-designed Workshop productions per academic year. Casting is open to all students and based mainly on audition. The Theatre Department actively encourages students of color to audition for all productions and is firmly committed to a policy of non-traditional (or “color blind”) casting, which means that race and ethnicity are not a factor when casting decisions are made. Opportunities abound for students who are interested in design, technical production, and stage management.

### Information Regarding Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theater training or theater study. Students who are considering study abroad are advised to meet with their advisor a full year in advance of their departure in order to plan their academic progress and discuss the advantages and disadvantages of being off campus for a semester or more as an upperclassman. In general, students can receive credit towards the Theatre major (as appropriate) for no more than one course taken abroad. For more information, please contact Professor Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu.

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### THTR1011 Theater Production Lab I: Scenery Run (Fall/Spring: 1)

**Offered Annually**

The Theater Production Run Labs will introduce students to the skills necessary to rehearse and perform the technical duties needed to produce a stage production. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to scene shifting, prop running, rigging, and performance needs. Students will work on a departmental production during the semester. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal. Students may do multiple labs in a semester but they must be in different areas.

*The Department*

#### THTR1012 Theater Production Lab I: Wardrobe Run (Fall/Spring: 1)

**Offered Annually**

The Theater Production Run Labs will introduce students to the skills necessary to rehearse and perform the technical duties needed to produce a stage production. For this lab, through actual hands-on

practice, students will be allowed to develop their abilities in the areas of theater production related to wardrobe and makeup. In a semester, students will work on one departmental production during dress rehearsals and performances. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal. Students may do multiple labs in a semester but they must be in different areas.

*Jacqueline Dalley*

#### THTR1013 Production Lab: Acting Practicum (Fall/Spring: 1)

*Prerequisites:* THTR1103. Theatre majors only.

**Offered Annually**

Theatre majors who have been cast in a role of significant size in a faculty directed Theatre Department production may use the role for 1 credit counting towards their production lab requirement. The actor must perform all duties of the role in a professional manner. The director of the production will typically serve as the teacher of record. Selected roles counting toward credit will be determined by the Theatre Department in advance of auditions.

*Patricia Riffin*

#### THTR1014 Theater Production Lab I: Electrics Run (Fall/Spring: 1)

**Offered Annually**

The Theater Production Run Labs will introduce students to the skills necessary to rehearse and perform the technical duties needed to produce a stage production. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to stage lighting control, follow-spot operation, and performance needs. Students will work on a departmental production during the semester. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal. Students may do multiple labs in a semester but they must be in different areas.

*Russell Swift*

#### THTR1015 Theater Production Lab I: Sound Run (Fall/Spring: 1)

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

Participate in a Theatre Department production as part of the Sound Crew. Positions such as a Sound Board Operator, Assistant Sound Designer, and Wireless Mic Technician are available. Great chance to learn valuable tech skills. No experience necessary.

*George Cooke*

#### THTR1016 Theater Production Lab I: Special Topics Run (Fall/Spring: 1)

**Offered Annually**

*The Department*

#### THTR1021 Theater Production Lab II: Scenery Prep (Fall/Spring: 1)

**Offered Annually**

The Scenery Construction Prep Lab will introduce students to the skills necessary to construct, rig, and load-in scenery. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to scenery. Skills will be developed in construction techniques that include wood working, metal working, fabric manipulation, and rigging. Safety procedures that relate to these areas will be taught and practiced. Students will work on departmental productions during the semester. The work that students do will vary and will

be determined by that student's individual abilities and interest, as well as the needs of the specific production that we are working on. Students will complete 26 hours of lab work over the course of the semester.

*Russell Swift*

### **THTR1022 Theater Production Lab II: Costumes Prep (Fall/Spring: 1)**

**Offered Annually**

The Costume Shop Prep Lab will introduce students to basic hand and machine sewing skills through hands-on training and practice in cutting and sewing. Students will use these skills in the preparation of costumes for theater department productions during the semester. The work that students do on those productions will vary by student and will be determined by the needs of the productions and individual abilities and interest. Students sign up for weekly hours in the shop.

*Quinn Burgess*

### **THTR1023 Theater Production Lab II: Props/Paint Prep (Fall/Spring: 1)**

**Offered Annually**

The Props/Paint Theater Production Prep Lab will introduce students to the skills necessary to research, collect, build and organize theatrical properties; decorate theatrical sets; repair and maintain props and stage furniture; layout and paint scenery; and be introduced to the variety of tools and techniques used in scene painting. Through hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to scene painting and properties. Students will work on departmental productions during the semester. The work will vary by student and will be determined by that individual's abilities and interest in addition to the demands of the specific productions that the department is presenting. Students will complete 26 hours of lab work over the course of the semester.

*Russell Swift*

### **THTR1024 Theater Production Lab II: Electrics Prep (Fall/Spring: 1)**

**Offered Annually**

The Electrics Theater Production Prep Labs will introduce students to the skills necessary to prepare, hang, cable, focus, and maintain stage lighting. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to stage lighting. Students will work on departmental productions during the semester. The work that students do on those productions will vary by student and will be determined by individual abilities and interest. Students will complete 26 hours of lab work over the course of the semester.

*Russell Swift*

### **THTR1026 Theater Production Lab II: Special Topics Prep (Fall/Spring: 1)**

**Offered Annually**

*The Department*

### **THTR1027 Theater Production Lab II: Dramaturgy (Fall/Spring: 1)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

The course will be based on the practical application of Dramaturgy Basics: THTR2240. The major emphasis is on the practice and application of the art and science of dramaturgy. Students will apply the knowledge of Dramaturgy Basics to a Theatre Department production. Students will implement typical dramaturgical tasks and receive guidance and feedback on their execution. More importantly, the lab

will frame the dramaturgical point of view so students will be able to effectively navigate the role in production. Over the course of the semester students will work on: script selection and analysis, production dramaturgical research and response, in rehearsal practice and protocol, audience contact, program notes, lobby display and talk backs, new play development, building a theatrical season, and civic engagement.

*Theresa Lang*

### **THTR1031 Theater Production Lab III: Assistant Scenic Designer (Fall/Spring: 1)**

*Prerequisites:* With permission of the Instructor. Completion of Stage Design I (THTR334401 or ARTS335201); Department Permission.

**Offered Annually**

For this lab, students will assist the scenic designer with many aspects of the design process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with the relationship between the designer and the scene shop. They will assist with such activities as research, the creative development of the design idea, model building, drafting, properties research, and interacting with the scene shop and scenic painters.

*Crystal Tiala*

### **THTR1032 Theater Production Lab III: Assistant Costume Designer (Fall/Spring: 1)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

For this lab, students will assist the costume designer with many aspects of the design process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with the relationship between the designer and the costume shop. They will assist with such activities as research, pulling from stock, shopping, special construction projects, wigs, ensemble costuming, and being a liaison during dress rehearsals. Students will work on one departmental production during the design process through dress rehearsals. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal.

*Jacqueline Dalley*

### **THTR1034 Theater Production Lab III: Assistant Light Designer (Fall/Spring: 1)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

For this lab, students will assist the lighting designer with all aspects of the design process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with the relationship between the designer and the master electrician. They will assist with such activities as research, the creative development of the design idea, drafting, hanging and focusing instruments, interaction with stage management, and the creation of visual focus, movement, and mood on stage with light.

*The Department*

### **THTR1035 Theater Production Lab III: Assistant Sound Designer (Fall/Spring: 1)**

*Prerequisites:* With permission of the Instructor. Department Permission.

**Offered Annually**

For this lab, students will assist the sound designer with many aspects of the design process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with

equipment as it pertains to a theatrical production. They will assist with such activities as research, the creative development of the design idea, equipment set up, sound creation, amplification, and placement.

*George Cooke*

**THTR1038 Theater Production Lab III: Assistant Director (Fall/Spring: 1)**

*Prerequisites:* With permission of the Department. With permission of the Instructor.

**Offered Annually**

For this lab, students will assist the director with many aspects of the rehearsal process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with the professional directing process. The lab will last from preproduction through opening night. This lab applies to faculty and professionally directed productions only.

*The Department*

**THTR1039 Theater Production Lab III: Assistant Stage Manager (Fall: 1)**

*Prerequisites:* With permission of the Instructor. Department Permission.

**Offered Annually**

Every department production has two or more assistant stage managers. These students help the stage manager to run rehearsals and are in charge of backstage during performances. ASMs must be at many of the regular rehearsals and at all of the technical and dress rehearsals and performances for the show that they are assigned. ASMing counts as a 1 credit lab. While it takes a little more time than other labs, you learn how all the theatrical pieces of a show fit together. This lab requires department permission; however, there are no majors only restrictions. No experience is necessary to assistant stage manage a show.

*Elizabeth Bouchard*

**THTR1041 Advanced Production Lab: Scenic Design (Spring: 2)**

*Prerequisites:* With permission of the Instructor. Department permission.

**Offered Annually**

Students who have taken Stage Design may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

*Crystal Tiala*

**THTR1042 Advanced Project Lab: Costume Design (Spring: 2)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

Students who have taken Costume Design may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

*Jacqueline Dalley*

**THTR1044 Advanced Project Lab: Light Design (Spring: 2)**

*Prerequisites:* With permission of the Instructor. With permission of the Department.

**Offered Annually**

Students who have taken Light Design may apply with the instructor to design a Theatre Department workshop production the

following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

*Jeff Adelberg*

**THTR1045 Advanced Production Lab: Sound Design (Fall/Spring: 2)**

*Prerequisites:* With permission of the Department. With permission of the Instructor.

**Offered Annually**

Students who have taken Sound Design Basics may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

*George Cooke*

**THTR1049 Advanced Production Lab: Stage Manager (Fall/Spring: 2)**

*Prerequisites:* With permission of the Instructor. Department permission.

**Offered Annually**

Once students gain experience as an assistant stage manager, they may advance to the 2-credit Stage Management lab. The stage manager works alongside the director on a production and is in charge of organizing rehearsals, communicating with the production team, and running performances. Stage managers plan each rehearsal with the director, create rehearsal schedules, keep track of blocking, costume, and prop needs, and distribute rehearsal reports to theater staff and designers. Stage managers are assigned at the end of the previous academic school year to stage manage one of the six Theatre Department productions. This lab requires department permission and significant production experience. Stage managers at BC work alongside students and professionals alike and are considered leaders within the department.

*Elizabeth Bouchard*

**THTR1051 Advanced Production Lab: Technical Director (Fall/Spring: 2)**

*Prerequisites:* With permission of the Instructor. Department permission.

**Offered Annually**

The Technical Director Lab will allow students to develop the skills necessary to plan the construction, rigging, load-in, and budgeting of scenery. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to organizing the construction of scenery. Skills will be developed in planning, budgeting, construction drawings, and crew organization. Safety procedures that relate to these areas will be taught and practiced. Students will work on a specific departmental production during the semester. The work that students do on that production will vary by student and will be determined by individual abilities and interest, as well as the needs of the specific production that we are working on.

*Russell Swift*

**THTR1103 Acting I: Fundamentals of Performance (Fall/Spring: 3)**

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

Acting I trains students to acquire the essential skills of an actor: vocal and physical exercises to free the body and voice; improvisation and ensemble exercises to encourage creativity, to free one's imagination and to release emotional spontaneity; and monologue and/or scene work



## ARTS AND SCIENCES

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to learn about the crafting and performance process of the actor. This is required for Theatre majors and minors but others are also welcome. Contact the professor of the section for permission to enroll.

*The Department*

### THTR1120 Elements of Dance (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

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.

*Sun Ho Kim*

### THTR1128 Ballroom Dance: Mid-nineteenth Century (Spring: 1)

Offered Periodically

Students in this course will learn a selection of mid-nineteenth century ballroom dances such as the waltz, the polka, a quadrille, and country dances such as the Virginia Reel. In addition, students will connect with the past through an exploration of topics such as women's and men's fashion, etiquette, and the physical world of the ballroom. Students will be asked to synthesize the information contained in the course through the embodiment of a character that will be presented in class. These elements will encourage each student to envision the past, bringing it to life with an understanding of the relationships between dance, etiquette, fashion, and the culture of the period.

*Quinn Burgess*

### THTR1130 Elements of Theater Production I (Spring: 3)

Offered Annually

This course is required for Theatre majors, but it is also open to interested non-majors by permission. Minors please get permission from Theatre Department for registration. Required for Theater majors and minors.

Elements I introduces the history, theory, and practice of technical theater production through lectures, discussions, observation, and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props, costumes, and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theater and theatrical spaces. A number of exercises will expand your visualization and creative skills.

*Jacqueline Dalley*

### THTR1140 Elements of Theater Production II (Fall: 3)

*Prerequisite:* THTR1130.

Offered Annually

The course is major restricted but interested students who have completed THTR1130 Elements of Theater Production I, may take this with departmental permission. It is required for majors.

The course is a continuation of the Elements of Theater 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*

### THTR1170 Introduction to Theater (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theater as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theater 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 Fine Arts Core Requirement

Offered Annually

Required for all Theatre majors

This foundational course provides a thorough introduction to theater and drama study. It is geared towards, though not limited to, 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*

### THTR1503 Performing Politics (Spring: 6)

Cross listed with POLI1031

Satisfies Social Science and Fine Arts Core Requirements

Offered Annually

Core Renewal Course: Complex Problems

This course explores how marginalized and oppressed people have used public performances—in the theater and on the streets—to make political claims about human rights and social justice. We will examine a range of political plays and protest movements, asking how and why do relatively powerless people use public performances to make political claims? Can theater be both good politics and good art? Students will create their own political performances (e.g., short plays, puppet shows, videos, etc.), learning about various aspects of theater while developing a better understanding of their own political views and interests.

*Luke Jorgenson*

### THTR1702 This Is Your Brain on Theater: Neuroscience and the Actor (Fall: 3)

*Corequisite:* Must be concurrently enrolled in BIOL1703.

Satisfies Fine Arts Core Requirement

Offered Periodically

Core Renewal Course: Enduring Questions

For the past century, theater pedagogy has contemplated the dynamic relationship between actor training and neuroscience, enhancing our understanding of the complexity of the performer's skills. This class explores these connections while engaging in acting exercises that build the important foundations of the craft, allowing performers to create reality on stage while stimulating and holding the audience's attention. The class also considers how plays depict abnormalities in brain function,

culminating in the performance of scenes related to these topics. The ability of the theater to engender empathy, stimulate memory, and illuminate human behavior are the enduring questions we will explore.

*Patricia Rigglin*

**THTR2210 Improvisation for the Stage I (Fall: 1)**  
**Offered Annually**

A theater elective intended for a wide range of students. It will be a workshop in using “short form” improvisation and theater games as a technique for actor training, character development, and ensemble building.

*Jacqueline Arko*

**THTR2211 Improvisation for the Stage II (Spring: 1)**

*Prerequisite:* THTR2210.

**Offered Annually**

Building on concepts learned in Level 1, students will shift away from the safety and structure of “short form” improvisation, focusing on longer scenes with more character development and emotional depth, ultimately learning how to do an entirely self-directed, self-edited “long form” improvisation comedy show.

*Jacqueline Arko*

**THTR2213 The Spoken Voice: Onstage and Off (Fall: 3)**

*Prerequisite:* Acting I (THTR1103) or with permission of the instructor.

**Offered Annually**

**Kristin Linklater’s voice work is the basis of this course taught by one of her designated teachers.**

This course develops the student’s vocal instrument and vocal/physical awareness through exercises designed to release tension in the body, free the breath, and expand the use of resonators and articulators. The voice work will progress from the rediscovery of sound in the body, to the opening of the vocal channel (jaw, tongue, soft palate), to the exploration of resonance and vocal freedom. Speech and dialect work are also a component of this course as the students explore monologues from the classical theater and scenes that require dialects.

*Patricia Rigglin*

**THTR2221 Modern Dance I (Fall: 3)**

**Offered Annually**

This course introduces modern dance, in theory and in practice. Through training in various dance techniques, movement analysis, composition exercises, work on the floor and at the barre, study of modern dance history, and viewing of dance videos, students will learn the vocabulary and aesthetics of modern dance and begin to express themselves creatively in those terms. Coursework includes reading assignments, a research paper, exams, and a performance project. Appropriate dance attire is required.

*Sun Ho Kim*

**THTR2223 Dance for Musicals I (Fall: 3)**

**Offered Biennially**

This class is designed for the beginner to experienced dancer. Each student will study jazz, tap, modern/contemporary dance, ballroom, world dance, and more. Emphasis is placed on the individual student’s development in dance technique, physical conditioning, and artistic expression. Students will begin the study of the most influential choreographers of past and present, including DeMille, Bennett, Fosse, Robbins, and others. Each class will consist of a body warm-up, strength and flexibility training, and choreographed combinations. Both a written and performance final will be given. Specific dress and footwear will be required.

*Nicole Sell*

**THTR2225 Intermediate Ballet I (Fall: 3)**

*Prerequisite:* THTR1125 or THTR1126 or permission of instructor.

**Offered Annually**

This course is designed to continue to challenge those who have taken the Ballet Essentials in the fall semester and to invite new students into the class who are either at the level of an experienced or advanced beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

**THTR2226 Intermediate Ballet II (Spring: 3)**

*Prerequisite:* THTR1125 or THTR1126 or permission of instructor.

**Offered Biennially**

A continuation of Intermediate Ballet I (THTR2225). As in Intermediate Ballet I, 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 continue to increase their ballet vocabulary and their understanding of the historical background of ballet. In addition, there will be further readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany the class.

*Margot Parsons*

**THTR2239 Stage Management Basics (Fall: 1)**

*Prerequisite:* With permission of the Instructor.

**Offered Periodically**

This course is a lecture/laboratory course with the major emphasis on the practice and application of the art and science of stage management. Course work will include a thorough investigation of the theory and principles of human resource management, as well as technical production. Discussions will include production preparation, rehearsal management, union rules, working relationships, and all essential skills of a professional stage manager. Special emphasis will be placed on the application of theory to actual stage management situations.

*Elizabeth Bouchard*

**THTR2240 Dramaturgy Basics (Fall: 1)**

**Offered Annually**

This course is a lecture course with an associate lab: THTR1027. The major emphasis is on the practice and application of the art and science of dramaturgy. While some theoretical material will be included and referenced, the purpose is to train students to dramaturg productions. The class will introduce some of the typical dramaturgical tasks and provide guidance and feedback on their execution. More importantly, it will frame the dramaturgical point of view, so students will be able to effectively navigate the role in production. Over the course of the semester students will work on: script selection and analysis, production dramaturgical research and response, in-rehearsal practice and protocol, audience contact, program notes, lobby display and talk backs, new play development, building a theatrical season, and civic engagement.

*Theresa Lang*

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### THTR2247 Makeup Design for the Stage (Spring: 3)

Offered Annually

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*

### THTR2251 Principles of Theater Management (Fall: 3)

Offered Annually

This course is designed to provide an introduction to the managerial, administrative, and leadership aspects of both for-profit and non-profit theater. This class will consist of lectures on the fundamentals of arts management, case studies, project work, and a series of in-depth conversations with leaders in the field of theater and/or performing arts management. Emphasis will be placed on: marketing, PR, budgeting, audience development, producing, fundraising, education, and community relations. Producing work in today's world, given the challenges and opportunities, will be a theme throughout the semester.

*The Department*

### THTR2255 Theater Skills: Sounds Design Basics (Fall: 3)

Offered Periodically

*The Department*

### THTR2268 Theater for Youth (Spring: 3)

*Prerequisite:* With permission of the Instructor.

Offered Annually

This class builds upon the knowledge acquired in Creative Dramatics. During this semester, students create an original piece of children's theater that tours local schools.

*Luke Jorgensen*

### THTR2275 History of Theater I (Fall: 3)

Offered Annually

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theater through the Elizabethan and Jacobean theater. 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 theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*Stuart Hecht*

### THTR2285 History of Theater II (Spring: 3)

Offered Annually

Continuation of History of Theater 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 playwrighting, and the advent of psychology and its effect on acting.

*Stuart Hecht*

### THTR3302 Movement and Dance for Stage and Screen Performers (Spring: 3)

*Prerequisite:* Acting I (THTR1103) or with permission from instructor.

Offered Annually

This course is designed for the students who are interested in performing on the stage or screen (particularly actors, dancers, singers, and musical theater performers) who use the body as an artistic instrument, to introduce and train practical skills and techniques that are required for performance such as period dance and movement, stage violence and combat, movement improvisation for scene work, partnering skills, non-verbal communication, and unitizing movement and dance for theater and film. This course also will be instructive for students who are interested in theater and dance education, healthcare (physical therapy, nursing), public speaking, and any artistic practice that requires understanding the physicality and mobility of human body.

*Sun Ho Kim*

### THTR3303 Meisner Acting Technique (Fall/Spring: 3)

*Prerequisites:* THTR1103 and THTR2203.

Offered Annually

Acting III explores the essential principles of acting using the methods developed by Sanford Meisner and William Esper. Through a progression of structured improvisations, the actor's ability to work moment by moment and to truthfully live in those moments is developed. These exercises are designed to stimulate impulses, sharpen concentration and listening skills, and develop the imagination, spontaneity, and emotional skills of the actor. During the semester, students apply the expertise acquired through these exercises to scene work.

*Patricia Riffin*

### THTR3323 Dance for Musicals II (Spring: 3)

*Prerequisite:* THTR2223 or permission of instructor.

Offered Annually

**Specific dress and footwear will be required.**

Students will expand on their knowledge of jazz, tap, modern/contemporary dance, ballroom, world dance, and others. Influential choreographers' styles and characteristics of past and present will be analyzed and learned through the study of their repertoire. Such repertoire might include pieces from *West Side Story*, *Fosse*, *Chicago*, and *Thoroughly Modern Mille*, among others. Continued emphasis will be placed on the individual students' exploration of dance technique, physical conditioning, and artistic expression. Audition techniques will be emphasized. Each class will consist of a body warm-up, strength and flexibility training, and choreographed combinations.

*Kirsten McKinney*

### THTR3344 Stage Design I (Spring: 3)

Cross listed with ARTS2258

Offered Annually

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

**Offered Annually**

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

**Offered Annually**

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:* With permission of the Instructor.**Offered Annually**

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 Theater and Drama in London (Summer: 3)***Prerequisite:* With permission of the Instructor.

Cross listed with ENGL3312

**Offered Annually**

This site-based, four-week, summer course abroad examines the current theater scene in London and the artistic and historical legacy that has led to it. Through attending plays, visiting historical and cultural landmarks, classroom lecture and discussion, and writing exercises, we will study representative plays from the Elizabethan era up to the present day. Particular emphasis will be placed on the theater of William Shakespeare and on recent trends in British playwriting. While the course is classroom-based, our primary text will be the city of London itself, the theater capital of the English-speaking world. Attending theater productions (and writing and talking about them) is central to the course.

*Scott Cummings***THTR3376 American Musical Theater (Fall: 3)****Offered Annually**

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***THTR3378 Creative Dramatics (Fall: 3)****Offered Annually**

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 activists, directors, and for teachers in obtaining additional certification to teach drama. Subjects include storytelling, improvisation, Commedia Dell'Arte, drama therapy, Theater of the Oppressed, and Theater for Youth. It examines the work of Viola Spolin, Augusto Boal, Winifred Ward, Jerry Grotowski, and Jacob Moreno.

*Luke Jorgensen***THTR3385 African American Theater and Drama (Fall: 3)**

Cross listed with AADS3375

Satisfies Cultural Diversity Core Requirement

**Offered Biennially**

This course examines how African American playwrights have combined historical narrative, personal recollection, spirituality and religion, popular music, and folk art to create a unique form of American drama that reflects the traumas and triumphs of African Americans. Plays to be studied range from William Wells Brown's autobiographical *Escape; or A Leap for Freedom* (1858) to Lorraine Hansbury's inspirational *A Raisin in the Sun* (1959) to Lydia Diamond's contemporary comedy *Stick Fly* (2006).

*John Houchin***THTR4462 Playwriting II (Spring: 3)***Prerequisite:* THTR3362 or permission of instructor.

Cross listed with ENGL2248

**Offered Biennially****Attendance at local productions of new plays is expected.**

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.

*Scott T. Cummings*



## ARTS AND SCIENCES

### THTR4466 Directing II (Spring; 4)

*Prerequisite:* THTR3366 or permission of instructor.

**Offered Biennially**

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

### THTR4468 Shakespeare Performance Workshop (Spring; 3)

*Prerequisite:* With permission of the Instructor. The course is a short-term intensive that requires extraordinary commitment and will culminate after the mid-semester performance.

**Offered Periodically**

**Enrollment is limited.**

Shakespeare Performance Workshop offers a general overview of Shakespeare's theater combined with an intensive workshop in producing and performing a Shakespeare play. Students in the course will constitute a short-term theater company that studies Shakespeare's stagecraft in support of their concurrent work on a Theatre Department production as actors or other members of the production team. Topics to be covered include Elizabethan-Jacobean stage conventions, text and character analysis, scansion and working with verse, tragedy and comedy in practice, and recent interpretations and adaptations of Shakespeare. In addition to their work on the production, students will read Shakespeare plays, conduct research, write several short papers, and complete a final examination.

*Scott Cummings*

### THTR4901 Readings and Research in Theater (Fall/Spring; 3)

*Prerequisite:* With permission of the Department.

**Offered Annually**

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.

*Stuart J. Hecht*

### THTR4961 Honors Project in Theatre (Fall/Spring; 3)

*Prerequisite:* With permission of the Department.

**Offered Annually**

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

*The Department*

### THTR5540 Theater Practicum in Design (Fall/Spring; 3)

*Prerequisite:* With permission of the Instructor.

**Offered Annually**

**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*

### THTR5548 Theater Practicum in Directing (Fall/Spring; 3)

*Prerequisite:* With permission of the Department.

**Offered Annually**

This is a senior project in which a limited number of students direct a departmental workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a workshop production.

*Stuart J. Hecht*

## Theology

### Faculty

**Robert Daly, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Harvey D. Egan, S.J.**, *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Philip King**, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Rev. Robert P. Imbelli**, *Associate Professor Emeritus*; A.B., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

**Patrick J. Ryan, S.J.**, *Associate Professor Emeritus*; A.B., A.M., Boston College; S.T.D., Gregorian University

**Stephen F. Brown**, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

**Lisa Sowle Cahill**, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

**Boyd Taylor Coolman**, *Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**M. Shawn Copeland**, *Professor*; Ph.D., Boston College

**Catherine Cornille**, *Professor*; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

**Richard Gaillardetz**, *Joseph Professor of Systematic Theology*;

*Chairperson of the Department*; B.A., University of Texas, Austin;

M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

**Roberto S. Goizueta**, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

**Kenneth R. Himes, O.F.M.**, *Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

**Michael J. Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

**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

**Frederick G. Lawrence**, *Professor*; A.B., St. John's College; D.Th., University of Basel

**James W. Morris**, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

**John J. Paris, S.J.**, *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

**PHEME PERKINS**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Stephen J. Pope**, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Liam Bergin**, *Associate Professor*; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

**Jeffrey L. Cooley**, *Associate Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Yonder Gillihan**, *Associate Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**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

**Andrew L. Prevot**, *Associate Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

**Brian D. Robinette**, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**David Vanderhooft**, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Douglas Finn**, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

**Gregorio Montejo**, *Assistant Professor*; B.A., University of St. Thomas; M.A., Marquette University; Ph.D., (Cand.), Marquette University

**David Mozina**, *Assistant Professor*; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

**Erik C. Owens**, *Associate Professor of the Practice*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

**Matthew Petillo**, *Assistant Professor of the Practice*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

**Meghan Sweeney**, *Assistant Professor of the Practice*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

**Matthew Mullane**, *Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

#### Contacts

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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 dialogue between Christianity and other major religious traditions. A prestigious graduate program leads to the Ph.D. degree in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

#### Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

#### Core Options

*The Theology Core requirement is a two-semester sequence (6 credit hours).* Students must first take Part I, then Part II of the same Core course (preferably with the same instructor and in the same academic year) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- THEO1001–1002 Biblical Heritage I and II
- THEO1016–1017 Introduction to Christian Theology I and II

- THEO1023–1024 Exploring Catholicism: Tradition and Transformation
- THEO1161–1162 The Religious Quest I and II
- THEO1700 Theological Inquiry and one of the Enduring Questions sections

*Twelve-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PHIL/THEO1090–1091 Perspectives on Western Culture (for freshmen only) and PHIL/THEO1088–1089 Person and Social Responsibility (for PULSE Program students only).

### Major Requirements

The major curriculum in Theology incorporates both structure and flexibility, intensive focus and breadth of scope. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. Theology majors must choose one of the following two curricular tracks:

I. The **Standard Theology Major (30 hours)** is relatively unstructured and flexible, easily tailored to various motivations and goals for theological study and adaptable to the diverse paths and timetables by which students come to the major. It offers a theological enrichment and complement to a student's BC education, through the following requirements:

- *Theology Core* (2 courses; 6 credits)
- *Majors Course*: "Conciliar Traditions" (1 course; 3 credits)
- *Majors Seminar*: "Key Theologians and Texts" (1 course; 3 credits)
- *Electives* (6 courses; 18 credits)\*/\*\*

II. The **Honors Theology Major (36 hours)** is designed for Theology as a first major, especially for students with an interest in further study of theology or related fields. Both rigorous and comprehensive, it provides an integrated introduction to the discipline and a broad foundation for further study. With its comprehensive distribution requirements across all areas, it exposes students to the entire breadth of the theological discipline. With increased credit hours and an optional thesis, it is capacious enough for students to focus on a particular sub-discipline in which to pursue and demonstrate theological excellence. As an Honors Program it would also allow students to be recognized for their achievement, both within and outside the university, thus facilitating admission to the next level of study. Students are expected to maintain a 3.5 GPA.

#### Requirements:

- *Theology Core* (12 credits)
  - a. *Biblical Heritage* (2 courses; 6 credits) and
  - b. Either *Introduction to Christian Theology* or *Exploring Catholicism* or *Religious Quest* or *Perspectives/Pulse* (6 credits)
- *Majors Course*: "Conciliar Traditions" (1 course; 3 credits)
- *Majors Seminar*: "Key Theologians and Texts" (1 course; 3 credits)
- *Honors Distributions* (3 courses; 9 credits): 1 upper-level course (Level 3 or above) in each of the sub-disciplines *not already covered* by the Theology Core.
- *Honors Electives* (4 courses; 12 credits), including an *optional* Honors Thesis (6 or 12 credits)

\*Only one Level 1 course may count toward the Theology major (Standard or Honors) requirements.

\*\*2 courses/6 credits from another discipline (including the first major) may also count toward the Standard Theology major, provided that they have sufficient theological relevance as determined by the Director of Undergraduate Studies.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 7,000 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

### Minor Requirements (21 hours)

The Theology minor consists of the Theology Core requirement (one 2-course core sequence) plus five 3-credit courses (only one of which can be Level 1).

### Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

### Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course (or 3 credits of the Core) before going abroad. The Department will allow 6 credits or two courses taken abroad to count toward major credit. A maximum of one Core course (3 credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies while planning their study abroad program.

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

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. Application to the program must take place during junior year. The deadline for applications is February 1. Interested undergraduate Theology majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Applicants should have achieved an overall GPA of at least 3.33 and a major GPA of at least 3.5. Students admitted to the program will follow the curriculum

for regular Theology majors, except that all of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (2) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (8) additional graduate courses (BTI included) and fulfilling the comprehensive and research language requirements.

#### Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Associate Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at [www.bc.edu/lonergan](http://www.bc.edu/lonergan).

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### THEO1001 Biblical Heritage I (Fall: 3)

Satisfies Theology Core Requirement

Offered Annually

**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

Offered Annually

**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

Offered Annually

**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:* Must take THEO1016 Introduction to Christian Theology I.

Satisfies Theology Core Requirement

Offered Annually

**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

Offered Annually

**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:* Must take THEO1023 Exploring Catholicism: Tradition and Transformation I.

Satisfies Theology Core Requirement

Offered Annually

**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



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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*

**THEO1037 Introduction to Modern Hebrew I (Fall: 3)**

**Cross listed with NELC1211**

**Offered Biennially**

**The course continues in second semester as NELC1212.**

A course for beginners in Hebrew with attention to modern Israeli. The course is intended to develop the ability to read a variety of Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of the learning, students will be exposed to modern Israeli culture. No previous knowledge of Hebrew is assumed.

*Gil Chalamish*

**THEO1088 Person and Social Responsibility I (Fall: 3)**

*Corequisite:* THEO1088

**Cross listed with PHIL1088**

**Satisfies Philosophy, Theology Core Requirement**

**Offered Annually**

**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, Theology Core Requirement**

**Offered Annually**

**Enrollment limited to freshmen, sophomores, and juniors**

See description under PHIL1088.

*The Department*

**THEO1090 Perspectives on Western Culture I/Perspectives I (Fall: 3)**

*Corequisite:* THEO1090

**Cross listed with PHIL1090**

**Satisfies Philosophy, Theology Core Requirement**

**Offered Annually**

**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, Theology Core Requirement**

**Offered Annually**

**Freshmen only**

See description under PHIL1090.

*The Department*

**THEO1161 The Religious Quest: Comparative Perspectives I (Fall: 3)**

**Satisfies Cultural Diversity and Theology Core Requirements**

**Offered Annually**

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.

*The Department*

**THEO1162 The Religious Quest: Comparative Perspectives II (Spring: 3)**

*Prerequisite:* You must take THEO1001 Religious Quest: Comparative Perspectives I for Theology core credit.

**Satisfies Cultural Diversity and Theology Core Requirements**

**Offered Annually**

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.

*The Department*

**THEO1223 Saints and Sinners (Summer: 3)**

**Satisfies Theology Core Requirement**

**Offered Periodically**

The course is of special interest to students participating in the programs of International Studies; Faith, Peace, and Justice Studies; and Latin American Studies.

*Boyd Taylor Coolman*

**THEO1341 Peaceful Conflict Resolution Methods (Fall: 3)**

**Cross listed with UNAS1162**

**Offered Annually**

This course considers conflict resolution methods in several different types of contexts: personal and family, organizational and work, and 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**

**Offered Annually**

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)**

**Offered Annually**

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*

**THEO1704 In The Beginning: Biblical Explorations of Our Origins (Fall: 3)**

*Corequisite: BIOL1705.*

**Satisfies Theology Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course will introduce students to the assorted biblical texts describing the creation of life and the cosmos. Our goals are (1) to understand the various authorial intents of those texts within their ancient contexts, (2) to recognize the larger cultural environment in which these texts were composed, with which they interacted, and to which they responded, (3) to comprehend the ancient authors' distinctive ways of knowing about the world and the past, and to appreciate how biblical creation texts were later understood by successions of communities up to the scientific age.

*Jeffrey Cooley*

**THEO1705 The Pursuit of Happiness in Theology and Spirituality (Fall: 3)**

*Corequisite: RLRL3350.*

**Satisfies Theology Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course investigates the pursuit of happiness through close readings of theological and spiritual texts in the Christian tradition. It explains why this tradition treats the desire for wealth as a serious obstacle to the true happiness and joy which are found only in God. It introduces students to Ignatian methods for personal decision-making focused on experiences of deep spiritual consolation. It explores some of the ways that the Christian tradition urges its followers to prioritize the happiness and well-being of others, especially the poor and oppressed. And it highlights examples of Christian saints who maintained inner peace and joyful love even in the midst of great suffering.

*Andrew Prevot*

**THEO1706 Being Human in a World of Artificial Intelligence: A Theological Perspective (Spring: 3)**

*Corequisite: COMM1702.*

**Satisfies Theology Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Some technologists argue that human history is rapidly moving towards a technological "singularity"—the invention of an artificial super-intelligence that would trigger an exponential and uncontrolled growth in technology. Unimaginable changes to human civilization would result. This course invites students to explore the questions and challenges that Artificial Intelligence and, in particular, a technological singularity pose for a human existence understood within a Christian theological framework. How would the presence of an artificial super-intelligence or a digitally enhanced human consciousness change how we think about what it means to be human, the meaning of God, and the future of humanity?

*Matthew Petillo*

**THEO2114 When Gods Begin Again: Introduction to African and African Diaspora Religions (Fall/Spring: 3)**

**Cross listed with AADS1114**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This introductory course examines African Christianity, Islam, and indigenous religions, as well as African Diaspora religions of Haitian Vodou, Cuban Santería, and Black American conjure/roots work.

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Employing a comparative religion approach, we explore Black Atlantic religious themes such as: God(s) and ancestor veneration, divination and sacred space, initiation and sacred arts, healing and the environment, gender and power, the impact of slavery on conversion/continuity, migration and diaspora. Ultimately, this course encourages students to reevaluate their understanding of Africana religions, recognize diverse cultural philosophies and ritual knowledge systems, and engage with written and visual materials that underscore the values of these traditions.

*Kyrab Daniels*

### THEO2160 The Challenge of Justice (Fall/Spring: 3)

Cross listed with PHIL1160

Offered Annually

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.

*Meghan Sweeney*

### THEO2229 Religious Freedom in the United States (Spring: 3)

Offered Periodically

This course offers a primer on the foundations, history, and contemporary manifestations of the American experiment in religious disestablishment. With an eye to understanding present conflicts, we will examine theological, philosophical, political, and legal perspectives on religious freedom, freedom from religion, minority rights, the definition of religion, and the principles of toleration, accommodation, separation, and pluralism. Does religion require special status under the law? Must we know what “religion” is in order to protect it? Big-picture questions will be placed in the context of specific political movements and legal cases.

*The Department*

### THEO2231 The Bible and Ecology (Spring: 3)

Offered Annually

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*

### THEO2800 Race, Freedom, and the Bible in America (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Discourse about American identity, purpose, and ethics has drawn on Scripture for its themes, terms, and claims to authority, from the nation’s political genesis as a refuge for English Puritans to its current incarnation as a “secular sanctuary” of ethnic and religious pluralism. This team-taught course surveys uses of the Bible and other “American Scriptures” in discourse on race and civil rights, focusing on its use by political opponents. Assigned readings, essays, and discussions will

survey specific meanings that scriptures have acquired at critical historical moments, and what the multiplication of interpreters, methods, and meanings implies for prospects for unity.

*Yonder Gilliban*

### THEO2286 Philosophy of Peace and Hospitality (Summer: 3)

Cross listed with INTL2286 and PHIL2286

Offered Annually

This course will introduce students to the dynamics of conflict and the challenges involved in bringing about reconciliation among groups divided by distrust and enmity. By drawing on recent thinkers and artists who have reflected on the encounter between self and other and upon the risks and challenges involved in opening oneself to the stranger, the course will propose a hermeneutics of hospitality as a means to overcome prejudice-based violence and bring about reconciliation among divided groups. The central feature of this hermeneutic will be the art of exchanging narratives—between religions, ethnicities, cultures, and persons. Various approaches will be examined—including artistic expression, organized dialogue, and community building efforts—in order to better understand the way in which the exchange of narratives plays a vital role in reconciliation. Students will also learn to notice the way similar conflict dynamics are present in their own social and political circumstances. They will become better equipped to examine tendencies to exclusion and violence in their own lives, to develop hospitable practices and attitudes that lead to peace, and to engage in effective peacemaking activities back home. This examination takes place in one of Europe’s oldest conflict zones (Croatia and surrounding countries), at the crossroads between the political and religious systems of the east and west (Islam and Christianity, Ottoman and European Monarchies, Communism and Capitalism).

*Richard Kearney*

### THEO2291 Philosophy and Theology of Community I (Fall: 3)

*Prerequisite:* Limited to Members of the PULSE Council

Cross listed with PHIL2291

Offered Biennially

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political, and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

*Meghan T. Sweeney*

### THEO2292 Philosophy and Theology of Community II (Spring: 3)

*Prerequisite:* Limited to Members of the PULSE Council

Cross listed with PHIL2292

Offered Biennially

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the nature of community, particularly in the American context, the historical, cultural, political, and religious forces that have shaped American community and the American understanding of community.

*Meghan T. Sweeney*

**THEO2300 The Walking Dead (Fall: 3)**

Cross listed with AADS2300

**Offered Periodically**

What happens when we die? Historically, the conditions of death in America have never been equal or just for all, but do visions of an after-life resolve the inequities of lived experience? With Orlando Patterson's pronouncement of the black slave and social death in mind, this course examines the way a theological vision of "the damned" informs everything from racialized injustice and incarceration, to sovereignty and Zombie anxiety in the American conscience. Bringing together philosophy, theology, and critical race theory, we will consider how constructions of death, memory, eternity, and the Other speak to the ethics of a life "well-lived."

*Amey Adkins***THEO3000 Black Church Black Protest (Fall: 3)**

Cross listed with AADS3000

**Offered Periodically**

"This ain't yo mama's civil rights movement." Then whose is it, what fuels it, and why? Taking the urgency of the #blacklivesmatter movement as a point of departure, this course considers the theological premise and political role of the "Black Church" in U.S. social movements for liberation. From the slave rebellions of the antebellum South to the religious icons of the Civil Rights Movement, this course focuses on reading and writing that centers African American religious experience—as well as understandings of morality, power, intersectional identity, and leadership—to contextualize the moral investments along the continuum of movements for black lives.

*Amey Victoria Adkins***THEO3004 Aquinas: His Theology and His Influence (Spring: 3)****Offered Periodically**

This course offers an introduction to the theology of Thomas Aquinas through an extensive reading of his *Summa Theologiae*. It investigates the development and content of Aquinas' doctrines of God, the Trinity, creation, sin, grace, the virtues, Christology, redemption, and the Sacraments, with particular attention given to the biblical, patristic, and philosophical sources of his thought and the contemporary theological significance of his contributions.

*The Department***THEO3201 The Meaning and Way of Jesus (Spring: 3)***Prerequisite:* Required completion of the Theology CORE.**Offered Periodically**

As an elective course in the Pulse Program, students are required to engage weekly in four hours of service at a non-profit community agency during the semester. The Pulse Program will work with the student in discerning an appropriate community service placement, setting up the Learning Work Agreement (LWA) with the supervisor, and handling details in relation to the community service agency. With its emphasis on discipleship or living the way Jesus taught, the course seeks to deepen students' understanding of the relation between action and reflection, social practice, and religious faith.

This course inquires into the meaning of the person and mission of Jesus of Nazareth, the Messiah or Christ of God. The course seeks (1) to probe and to clarify those key issues that emerge in the Church's centuries-long response to the question, who was/is Jesus Christ? and (2) to explore what concretely is at stake in 'following Jesus' or in being his disciple. The first aim of the course requires a consideration of proper theological matters—divine and human natures, the salvific meaning of the ministry, death, and resurrection of Jesus; the second

explores the invitation of the gospel to follow the way Jesus teaches—a way of compassionate solidarity and active commitment to the poor, abused, homeless, and excluded.

*M. Shawn Copeland***THEO3202 Immigration and Ethics (Spring: 3)***Prerequisite:* Theology Core.**Offered Periodically**

This course entails an interdisciplinary examination of contemporary immigration with a primary focus on the U.S. context. Texts from social scientific, legal, and policy perspectives frame the phenomenon of contemporary migration. Theological and philosophical texts, along with PULSE placement experiences, illuminate ethical assessments of immigration practices. Special attention will be given to Christian anthropology and ethics as resources for analysis as well as the role of gender in matters of migration and citizenship.

*Kristin Heyer***THEO3244 Classics of Christian Spirituality (Spring: 3)****Offered Annually**

The history of Christian spirituality is a history of interactions between the life of the triune God and the lives of human beings. In this course, we will examine the conversion stories, ascetical practices, prayerful devotions, mystical encounters, and works of mercy and justice that have shaped Christian spirituality throughout the ages. The question will be how these interactions between divine and human life have enabled many Christian saints and witnesses to confront the sins, sufferings, and deaths of this fallen world in conformity with Christ.

*Andrew Prevot***THEO3261 Spirituality and Sexuality (Fall: 3)***Prerequisites:* Completed Theology core; permission of instructor.**Offered Periodically**

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh***THEO3330 Theology Majors' Seminar (Fall/Spring: 3)***Prerequisite:* Completion of Theology core.**Offered Annually****Theology majors only.**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work and identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

*The Department***THEO3360 Living Truthfully: Way to Personal Peace and Social Change (Fall: 3)***Prerequisite:* Completion of Theology core.**Offered Annually**

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.

*Anthony Penna*

**THEO3508 Just War, Pacifism, and Peacebuilding (Fall: 3)  
Offered Periodically**

This is an upper-level theology seminar, covering the just war, pacifist, and peacebuilding strands in Christianity. Peacebuilding is a new approach to conflict that uses nonviolent activism and mediation to avoid and end conflicts; and restore or establish human security, the rule of law, and participatory institutions. Religious actors and institutions are active in international peacebuilding, which also has a developing theology. Authors and topics included are biblical and early Christian perspectives, Augustine, Aquinas, Catholic social teaching, Dietrich Bonhoeffer, Dorothy Day, and three case studies (African conflicts, Colombia, and Bosnia-Herzegovena).

*Lisa Cahill*

**THEO3510 Black Theology (Spring: 3)  
Cross listed with AADS5509  
Offered Periodically**

Interrogates some of the ways in which biblical teaching and religious doctrine interact with race, simultaneously to impede and to facilitate cultural, social, and existential liberation.

*M. Shawn Copeland*

**THEO3527 Meditation and Action: Interfaith Explorations (Spring: 3)**

*Prerequisite:* At least one prior course in theology.

**Cross listed with TMCE7113**

**Offered Periodically**

Tibetan Buddhist understandings of the nature of awareness 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 the students' own spiritualities as bases for social service and action. Weekly writing, active weekly discussion, two ten page papers.

*John Makransky*

**THEO3544 Prophetic Tradition and Inspiration: Exploring the Hadith (Fall: 3)**

**Offered Periodically**

**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*

**THEO3548 Buddhist Thought and Practice (Spring: 3)**

*Prerequisites:* For undergrads, at least one prior course in philosophy or theology is required, and a B+ or higher average in prior humanities (non-science) courses.

**Cross listed with TMCE7110 and PHIL4448**

**Offered Annually**

We explore aspects of early, Southeast Asian, and East Asian traditions of Buddhism, focusing on ways that Buddhist philosophy informs and is informed by practices of meditation, phenomenological investigation, ritual, and ethics. Students will be instructed in mindfulness exercises (cultivating fuller awareness of things) to inform our studies. Weekly writing, active discussion, two short papers, one longer paper.

*John Makransky*

**THEO3577 Conciliar Traditions of the Catholic Church (Fall: 3)**

*Prerequisite:* Theology majors only.

**Offered Periodically**

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

*Boyd Coolman*

**THEO4433 Faith, Service, and Solidarity (Spring: 3)**

*Prerequisite:* Completion of the Theology core.

**Offered Periodically**

This course intends to provide advanced students an opportunity for in-depth study of the theology, spirituality, and ethics of Christian service. Significant prior service experience is necessary. Major themes include compassion, social concern, hospitality and companionship, advocacy, the virtue of humility, accompaniment and solidarity, justice and charity. Attention is given to Scripture, Thomas Aquinas, Ignatius of Loyola, and various contemporary authors.

*Stephen Pope*

**THEO4446 David: The Hebrew Bible and History (Spring: 3)**

**Offered Periodically**

The complex Biblical account of King David's royal accomplishments and private failings have increasingly aroused skepticism among biblical scholars. In what sense may the Biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.

*David Vanderhoft*

**THEO4456 The Holocaust: A Moral History (Spring: 3)**

**Cross listed with HIST4846 and PHIL4456**

**Offered Periodically**

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated

resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

*James W. Bernauer, S.J.*

**THEO4472 Buddhist Ethics in Theory and Practice (Fall: 3)**

*Prerequisites:* For undergrads, at least two prior courses in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.

**Cross listed with PHIL4472 and TMCE4472**

**Offered Periodically**

We first study classical Buddhist ethical principles and practices in ancient India, Southeast Asia, and Tibet. We then discuss some leading contemporary Buddhist writings on ethical analyses of issues in social justice, ecology, global economics, war and peace. Daily mindfulness practice, based on class instruction, is required. Requirements: Weekly writing of 3 pages, active class participation, and final paper.

*John Makransky*

**THEO4496 The Moral Dimension of the Christian Life (Spring: 3)**

*Prerequisite:* Completion of the Theology core.

**Offered 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*

**THEO4901 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* The professor's written consent, on a form obtained from the department, must be secured prior to registration.

**Offered Annually**

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

**THEO4921 Advanced Independent Research (Fall/Spring: 6)**

**Offered Annually**

This course is reserved for theology majors selected as Scholars of the College. By arrangement with professor.

*The Department*

**THEO4951 Senior Thesis (Fall/Spring: 3)**

**Offered Annually**

By arrangement with professor.

*The Department*

**THEO4961 Senior Honors Thesis (Fall/Spring: 3)**

**Offered Annually**

By arrangement with professor.

*The Department*

**THEO5372 Patristic Greek (Fall: 3)**

**Cross listed with PHIL5372**

**Offered Periodically**

**This course is continued in the spring as THEO5373 New Testament Greek II.**

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

*Margaret Schatkin*

**THEO5373 Patristic Greek II (Spring: 3)**

*Prerequisite:* Must have completed THEO5372.

**Cross listed with PHIL5373**

**Offered Periodically**

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

*Margaret Schatkin*

**THEO5387 Mahayana Buddhism in East Asia (Spring: 3)**

**Cross listed with PHIL5387 and TMST7097**

**Satisfies Cultural Diversity Core Requirement**

**Offered 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*

**THEO5426 African Christian Fathers and Mothers of the Church (Spring: 3)**

**Offered Annually**

**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**

**Offered Periodically**

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of “workplace spirituality.” The Academy of Management, a leading forum for business schools, now includes a section on management

## ARTS AND SCIENCES

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*

### THEO5448 Patristics: Latin and English (Spring: 3)

*Prerequisite:* Introduction to Latin.

**Offered Annually**

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between Eastern and Western theology.

*Margaret Schatkin*

### THEO5449 Jewish Liturgy: History and Theology (Fall: 3)

**Cross listed with TMST8532**

**Offered 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*

### THEO5474 Jews and Christians: Understanding The Other (Spring: 3)

**Cross listed with TMST7111**

**Offered Annually**

This course is an exercise in interreligious learning sponsored by the Boston College's Center for Jewish-Christian Learning.

Interreligious dialogue requires interreligious understanding. This course will build a foundation for genuine dialogue between Jews and Christians by posing fundamental theological questions in a comparative context. Students will gain an understanding of the other tradition while also deepening their understanding of their own, discussing such matters as the human experience of God, the purpose of human existence, the nature of religious community, and the ways that the communities respond to challenges, both contemporary and ancient.

*Ruth Langer*

### THEO5481 Women and the Church (Spring: 3)

**Offered Periodically**

The religious and social experience of women from a variety of cultures, including the experience of class participants, form the basis of this seminar. We will (1) study the historical roots of Christian feminist theology; (2) explore the critiques and alternative reconstructions of traditional understandings of the Bible, God, human beings and their relationship to the world that have been offered by Christian feminist theologians writing from a variety of ideological perspectives; and (3) investigate the ways in which women have defined themselves in relationship to the church, particularly in terms of spirituality and ministry.

*Mary Ann Hinsdale, IHM*

### THEO5498 HIV/AIDS and Ethics (Fall: 3)

**Offered Annually**

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying

the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

*James Keenan, S.J.*

### THEO5500 Women and Gender in Islam (Spring: 3)

**Cross listed with ICSP3310**

**Offered Periodically**

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas*

### THEO5505 Sacraments and Art (Spring: 3)

**Offered Periodically**

Much of our artistic heritage was commissioned to embellish places of worship and to deepen understanding of the ceremonies celebrated there. These works of art offer often-ignored insights into Christian sacraments that complement more traditional theological approaches. This course seeks to deepen our appreciation of Christian sacraments by acknowledging painting, sculpture and architecture as a locus theologicus. Both historical and thematic in approach, it explores sacramentality, incarnation, iconoclasm, and typology as well as selected themes from sacramental theology. The course will include off-site visits.

*William Bergin*

### THEO5530 The Self Between Eastern and Western Thought (Spring: 3)

**Offered Periodically**

*Matt Kruger*

### THEO5563 Ethics, Religion, and International Politics

(Spring/Fall: 4)

*Corequisite:* Must be concurrently enrolled in either INTL5562 or INTL5564. Your discussion group must match with the professor teaching your course.

**Cross listed with INTL5563 and PHIL5563**

**Offered Annually**

Major restricted for IS. See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department*

### THEO5571 Augustine's Confessions (Spring: 3)

**Offered Periodically**

This course will offer an in-depth reading of St. Augustine's classic work *The Confessions*. Attention will be paid not only to the theological, philosophical, and biographical issues raised in the text but also to

questions of genre, style, voice, and structure. Among the topics to be considered will be the nature of evil, language, scriptural interpretation, and the construction of individual and communal religious identity.

*Doug Finn*

**THEO5572 Intermediate Biblical Hebrew I (Fall: 3)**

*Prerequisites:* Introductory Biblical Hebrew I and II.

**Cross listed with NELC2251**

**Offered 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 Vanderhoof*

**THEO5583 Biblical Hebrew II (Spring: 3)**

**Cross listed with NELC1252**

**Offered Annually**

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*

**THEO5599 A Theology of Food: Eating, Drinking and the Eucharist (Fall: 3)**

**Offered Periodically**

Eating and drinking are primordial human experiences that nourish individuals, sustain communities, and are at the heart of rituals in many religions. In the Judeo-Christian tradition meals play an important part in the unfolding dialog between God and humanity. Christians believe in a privileged encounter with the Lord Jesus in the Eucharistic meal of bread and wine. Eternal life is portrayed as a great banquet in God's presence. This course articulates a theology of the Eucharist that takes meal as its point of departure. It examines how this central Christian action both shapes the divine-human relationship and informs our response to contemporary issues such as creation and ecology, hunger and suffering, solidarity and exclusion, hope and eternity.

*Liam Bergin*

**THEO5794 Philosophy and the Church Fathers (Spring: 3)**

**Cross listed with PHIL7794**

**Offered Annually**

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

*Margaret Schatkin*

**THEO6578 Daoism (Fall: 3)**

**Cross listed with PHIL6578**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition.

Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

*David Mozina*

**THEO6800 Catholics and American Culture (Fall/Spring: 3)**

**Offered Periodically**

A graduate seminar that examines the interaction of the Catholic community with the intellectual, social, and political cultures of the United States. Topics will include: the tensions between denominational and "churchly" identity; lived religion and the European theological tradition (the "little" versus the "great" traditions); the intellectual inheritance of neo-Thomism; and patterns of growth and decline.

*The Department*

**University Courses**

***Undergraduate Program Description***

**University Capstone Courses**

For up-to-date information on Capstone, including the best way to register, the seminars available, their syllabi, and the faculty, please see the Capstone website at [www.bc.edu/capstone](http://www.bc.edu/capstone).

**A course for seniors:** Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UNCP5500–UNCP5599 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They invite seniors to discover the patterns underlying their choices up to now. They also relate the life and learning of the past four years to the life and learning ahead. In this way, Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

*Ask some inevitable questions now, not later.*

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income? How do I wish to live responsibly and affect society?

*Special features of the course:*

- Faculty from various departments
  - Each section limited to 15–20
  - Innovative teaching methods
  - Interdisciplinary reading
  - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments.

**To Register for a Capstone Seminar**

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar during their time at Boston College. Capstone Seminars may not be taken Pass/Fail.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary. You may register for any one of the seminars as a University (UN) course.

In addition, several Capstone seminars are cross-listed, both as University courses with a UNCP number and also as courses in the department of the professor offering the course. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UNCP5523 is closed, try to register for the class as THEO2523, and vice versa). A Capstone Seminar can count as an elective for students in all colleges (Morrissey College of Arts and Sciences, Connell School of Nursing, Lynch School of Education, Carroll School of Management).



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For majors in English, Philosophy, Theology, and certain other departments it might satisfy the major requirements if the seminar is taken under the cross-listing in the department of his/her major.

Students should also understand the following rule:

**No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under the UNCP department numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.**

### University Courses

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### UNAS1005 Applications of Learning Theory (Fall: 3)

*Prerequisite:* For freshmen and sophomores.

##### Offered Annually

This course is designed to help you to improve your grades and critical thinking skills. The course will include two linked parts: 2 weekly classroom meetings and one weekly one-on-one session with a teaching assistant. Students are taught a comprehensive method that includes instruction on lecture notes, readings, time management, test preparation, and more.

*The Department*

#### UNAS1010 Perspectives on Management (Spring: 3)

Cross listed with UGMG1010

##### Offered Annually

This course, taught by practitioners John Clavin (BC '84) and Jere Doyle (BC '87), provides BC students with an excellent opportunity to explore the functional disciplines of business from a real-world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course provides students the opportunity to get grounded in each of the CSOM concentrations while gaining outside views on careers in related fields and industries. The course will also provide a framework to explore and discuss cross-functional issues that impact business strategy and execution. This is a highly interactive class that places a premium on both preparation and participation each week. The course is initially open to CSOM sophomores but normally has availability for juniors and seniors across all undergraduate majors

*John Clavin*

*Jere Doyle*

#### UNAS1016 Designing Your Career: An Exploration Course (Fall: 1)

##### Offered Annually

This course is open to sophomores, juniors and seniors in the Morrissey College of Arts and Sciences, Woods College of Advancing Studies, and Applied Psych majors within the Lynch School of Education. Please note that this course is not open to freshman.

In this hybrid course (combination of in-person and online sessions), students who are exploring their career interests will use self-assessment exercises, lively discussion, and thought-provoking activities to identify and reflect upon their values, interests, and skills and then connect them to career options. Using a design thinking framework, students will explore the eight skills that are most desired by employers and discover how they are developing those competencies during their time at BC. We will discuss ways to research varied career paths and learn targeted strategies to achieve meaningful professional goals.

Students who are considering such questions as—in what academic discipline do I want to major? what kind of internship do I want to pursue? what sort of careers am I interested in?—will all benefit from this course.

*Christiana Reynolds*

#### UNAS1020 OTE First Year Success Seminar (Fall: 1)

*Prerequisite:* Must have completed OTE Program in the previous summer.

##### Offered Annually

**MUST have completed OTE Program in the previous summer.**

The First Year Success Seminar will take place in the fall semester of every year and will provide OTE Summer graduates with supplemental information on both the Thea Bowman AHANA and Intercultural Center and other Boston College resources and in-depth coverage of certain topics through interactive workshops, readings, videos, and group discussions. The First Year Success Seminar will also serve as the primary mode of communication between students and BAIC staff. Students can expect to participate in workshops presented by various organizations in the BC community focused on stress management, budgeting, time management, financial literacy, and effective studying techniques.

*Inés Maturana Sendoya*

#### UNAS1104 Modernism and the Arts I/Perspectives II (Fall: 3)

*Corequisite:* UNAS1105.

Satisfies Fine Arts Core Requirement

##### Offered Annually

**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 Fine Arts Core Requirement

##### Offered Annually

**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 Fine Arts Core Requirement

##### Offered Annually

**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 Fine Arts Core Requirement****Offered Annually****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****Offered Annually****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****Offered Annually****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****Offered Annually****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****Offered Annually****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****Offered Annually**

**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****Offered Annually****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****Offered Annually****A two-semester sequence (UN119–120 and UN121–122)****Total of 6 credits each term**

See course description under UN119.

*The Department***UNAS1122 New Scientific Visions II/Perspectives IV (Spring: 3)***Corequisite:* UNAS1121.**Satisfies Mathematics Core Requirement****Offered Annually****A two-semester sequence (UN 119–120 and UN 121–122)****Total of 6 credits each term**

See course description under UN119.

*The Department***UNAS1162 Peaceful Conflict Resolution Methods (Fall: 3)****Cross listed with THEO1341****Offered Annually**

This course considers conflict resolution methods in several different types of contexts: personal and family, organizational and work, and 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****Offered Annually**

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win

negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

*Richard Nielsen*

**UNAS1164 Global Ethics and Pragmatic Solidarity (Spring: 3)  
Offered Annually**

This interdisciplinary seminar offers participants an opportunity to critically reflect upon selected philosophical and social scientific readings and their lived experiences towards understanding multiple local and global systems and structures that give rise to and sustain social injustice. Specifically, you will begin by exploring your social positions at the intersection of race, gender, social class, sexuality, ethnicity, language, abilities, etc. You will develop criteria for understanding the multiple local and global contexts in which you live towards exploring options for taking actions alongside individuals and communities directly affected by social injustices. You will also explore how action-reflection processes can contribute to clarifying your self-understanding and social position vis-à-vis each other and those with whom you act locally and globally.

*Tomeu Estelrich*

**UNAS1199 Gateway to the Sciences Seminar I (Fall: 1)  
Offered Annually**

*The Department*

**UNAS1701 Oppression and Change in Contemporary United States: Sociocultural and Psychological Perspectives (Fall: 3)**

*Corequisite:* ENGL1722.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course engages the topic of social oppression and transformation from social and psychological perspectives. Using research, scholarship, and creative work from psychology, education, sociology, history, and popular culture, we will explore institutional, ideological, interpersonal, and individual aspects of oppression across four social locations—social class, gender, race, and sexual orientation. For each location, we will start with our own stories of privilege and oppression; move to an empathic engagement with the stories of others; broaden to understand the way that structural dynamics shape those stories; and finally, dive into specific social issues, including family poverty, violence against women, mass incarceration, and LGBTQ homelessness.

*Lisa Goodman*

**UNAS1702 Life, Liberty and Health: Policy, Politics and Law (Fall: 3)**

*Corequisite:* ECON1702.

**Satisfies History II Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

If health is our “greatest happiness” (Thomas Jefferson), why is U.S. health care such a mess? We have rights to vote and free speech, but do we have a right to health? This course explores the role of policy, politics, and law in the pursuit of life, liberty, and health. Topics include the history of our health care system; prescription drug costs; government-mandated vaccinations, the “right to try” unproven therapies; and the roles of law, medicine, and money in creating and containing the growing problems of opioid abuse and concussion injuries in the NFL, college, and youth sports.

*Mary Chirba-Martin*

**UNAS1703 Humans and Other Animals: Changing Perceptions of Humankind’s Place in Nature (Fall: 3)**

*Corequisite:* PSYC1092.

**Satisfies History II Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

This course examines our changing relations with other animals over the last three hundred years. Has an assumption of mastery been replaced by a sense of kinship and a right to exploitation by an obligation of stewardship? The scientific contributions to these possible changes will be considered, as will such cultural phenomena as pet-keeping and bird-watching. Emphasis will be placed on human relations with the great apes and on local interventions in the evolution, conservation, and animal rights debates. Ultimately, we will be considering humanity’s sense of itself through its relations with others: the ape is the mirror of ourselves.

*Rory Browne*

**UNAS1704 When Life Happens: Disability and the Stories We Tell (Fall: 3)**

*Corequisite:* UNAS1705.

**Satisfies Literature Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

In this literature core course students will read stories of disability written by those who are disabled and those who love them or are interested in understanding their lives. We will read memoir, fiction, and essays that explore a range of physical and developmental disabilities. Questions of representation—who gets to tell the story, how disability has been represented historically at different times and in different cultures—will be considered in terms of literary analysis and disability theory.

*Clare Dunsford*

**UNAS1705 When Life Happens: Psychology Views Disability (Fall: 3)**

*Corequisite:* UNAS1704.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

In this social science core course, we will explore the socially-constructed meaning of disability and the ability-disability continuum as viewed by both psychology and the social sciences more broadly. We will analyze contemporary and historical perspectives on disability both in the United States and globally, including stigmatization, false claims, and popular myths. In what ways has psychology both advanced and undermined our understanding of disability as part of the human condition?

*Penny Hauser-Cram*

**UNAS1706 God and Love (Spring: 3)**

*Corequisite:* POLI1028.

**Satisfies Philosophy Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

Every human community—from the family to the society to the church to the state—regulates the love of its members, prescribing some loves and proscribing others. Often desires are satisfied or denied, allowed or prohibited, by reference to the divine—the will of the gods (or God), holy scripture, sacred tradition, or the eternal order of things. But what does the divine have to do with love? What is the divine?

What is love? If there is more than one god, which should be obeyed? If there are no gods, is everything permitted? Is Love a god, or is God Love? What's the difference?

*Christopher Conzas*

**UNAS1707 Modern Science and Ancient Faith: Neuroscientific Perspectives (Spring: 3)**

*Corequisite:* PHIL1710.

**Satisfies Social Science Core Requirement**

**Offered Periodically**

**Core Renewal: Enduring Questions. For freshmen only.**

The brain is an organ of adaptation and such plasticity allows humans the capacity to build and draw upon faith and reason. In this course neuroscience vocabulary and research will be introduced to examine larger questions of theology and philosophy at a biological level and to reflect on how these fields can inform and advance the natural sciences in innovative directions. Brain development throughout all life stages will be examined as we consider the following primary question: what does the field of neuroscience help us to understand about faith and reason throughout the life span, and what does it leave out?

*Jessica Black*

**UNAS1708 Coming of Age: Crisis and Calm Revealed through Literature (Spring: 3)**

*Corequisite:* FILM1701.

**Satisfies Literature Core Requirement**

**Offered Annually**

**Core Renewal: Enduring Questions. For freshmen only.**

What does it mean to come of age? What experiences define us, as we make our journey through life? How do we process those moments of crisis and calm, so that we can become better prepared to engage effectively in all that life holds for us as adults? Exploring written narratives of the adolescent experience provides opportunities for personal growth, for understanding of this challenging transition, and for recognizing common patterns and bonds we all share. Through analysis of narrative techniques, students explore approaches to storytelling that create a pact between author and reader that encourages consideration of their stories.

*Susan Michalczyk*

**UNAS2251 Mock Trial Practicum (Fall: 1)**

**Offered Annually**

*Mark C. O'Connor*

**UNAS2252 McNair Program Internship (Fall: 1)**

**Offered Annually**

*The Department*

**UNAS2254 Community Service Research Seminar (Fall/Spring: 3)**

**Cross listed with SOCY2254 and AADS2248**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

**Students should contact the Thea Bowman AHANA and Intercultural Center to obtain permission to register.**

CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with communities of color in Massachusetts. In the fall, students will participate in a seminar to study the process of community-based research and its methodologies and begin to design a research proposal for an independent study with a faculty advisor for the spring semester research project. The seminar will

also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to four research-interest communities.

*Deborah Piatelli*

**UNAS2255 Advanced Community Service Research Seminar II (Spring: 1)**

*Prerequisite:* UNAS2254

*Corequisite:* Readings and Research

**Cross listed with AADS2249, SOCY2255**

**Offered Periodically**

CRP is a two-semester program (UNAS2254 and UNAS2255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American, and/or African Diaspora communities. In the fall, students in UNAS2254 learn the process of community-based research and its methodologies, and begin to design a proposal for an independent study for spring. In spring, students sign up for UNAS2255 in conjunction with a Readings and Research to conduct their projects. The spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

*Deborah Piatelli*

**UNAS2260 BC Internship in Madrid (Fall: 3)**

**Offered Annually**

*The Department*

**UNAS2262 BC Internship in Prague (Summer: 1)**

**Offered Annually**

*The Department*

**UNAS2264 BC Internship in Hong Kong (Summer: 3)**

**Offered Annually**

*The Department*

**UNAS2265 Museums of Life I: Cabinets to Natural History Museums (Spring: 3)**

**Offered Annually**

**UNAS2265 runs from beginning of semester to Spring Break. It is followed by UNAS2266.**

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

*Rory Browne*

**UNAS2266 Museums of Life II: From Menageries to Zoos and Aquaria (Spring: 3)**

**Offered Annually**

**UNAS2266 follows UNAS2265 and runs from after Spring Break to end of semester.**

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to



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the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

*Rory Browne*

**UNAS2270 BC Internship in Paris (Fall: 3)**

**Offered Annually**

*The Department*

**UNAS3300 McGillicuddy-Logue Fellows Senior Seminar (Fall: 3)**

**Offered Annually**

**The course is restricted to a cohort of students who have participated in the broader McGillicuddy-Logue Fellow's program.**

This course is the culmination of the McGillicuddy-Logue Fellows Program. It is intended to help students reflect and expand upon their experiences in the program, including both academics and service. The final product of the course will be an electronic book, to be made available to the Boston College community and beyond via O'Neill Library's Open Access system. Each student will contribute a chapter dealing with a global policy issue of particular interest and relevance to them.

*Jennie Purnell*

**UNAS3330 Cross Currents Seminar: Thinking About Race**

**(Fall/Spring: 1)**

**Offered Biennially**

The Cross Currents: Thinking About Race seminar explores the concept of race; the effects of race on individuals; the presentation and negotiation of race in society; and the role of race at Boston College. The topics covered in the course are not only important, but also complex and provocative. The seminar is an opportunity to have candid conversations with others who are also exploring race and its effects in society. The seminar will help develop your understanding and intellectually through discussions with other students.

*Karl Bell*

**UNAS3332 Cross Currents Seminar: Thinking About Economic Inequality and College Student Life (Spring: 1)**

**Offered Annually**

This seminar will look at the consequences of economic inequality in the lives of high financial need undergraduates studying at elite universities. Students will apply what they are learning in other classes to daily campus life. We will ask questions about the challenges of thriving at an affluent institution. The class includes readings from memoirs of low income students at Princeton, Vassar, Saint Michael's, Stanford, and Boston College. This course is recommended for Montserrat students.

*Burton Howell*

**UNAS3333 Cross Currents: Thinking About Law and Economics**

**(Fall: 1)**

**Offered Annually**

This seminar, co-taught by a distinguished lawyer and an economist, investigates how economic theory applies to several areas of law. In 1897, Oliver Holmes prophesied that, "[f]or the ... study of the law, ... the [lawyer] of the future is the [lawyer] of statistics and ... economics." Many lawyers and economists name groundbreaking articles by Ronald Coase and Guido Calabresi from the early 1960's as the advent of this

collaboration of law and economics: Since then, economic theory has been applied in ever-expanding areas of law. Along the way, economics has dramatically changed legal scholarship and the practice of law.

*Kenneth Felter*

**UNAS3334 Cross Currents: Thinking about Jesuit Spirituality**

**(Spring: 1)**

**Offered Annually**

Thinking about Jesuit Spirituality will ask students to encounter Jesuit Spirituality as a tool for navigating the wide array of academic, social, and spiritual decisions facing them in contemporary life. Students will explore the history and themes of Jesuit spirituality and have an opportunity to engage with practical elements of this 500 year old tradition. Through readings, conversations, prayer, and reflective writing, students will link the themes of Jesuit Spirituality and its practices to their daily lives and explore their utility in forming conscience and guiding choices in modern, pluralistic society.

*Jessica Graf*

**UNAS3341 Cross Currents Seminar: Thinking About Gender**

**(Fall: 1)**

**Offered Annually**

This seminar course will ask students to discuss the social construction of gender and how it relates to their lives. Discussions will examine how gender is developed in contemporary social, cultural, and political structures. Students will recognize ways in which gender and other dimensions of identity intersect and how gender role conflict emerges within people's lives. Through readings, conversations, and reflective writing, students will link their academic experience to their personal lives by reflecting on gender roles, sexuality, faith, and the life of a college student. The seminar will culminate with the writing of a gendered history.

*Michael Sacco*

**UNAS3343 Cross Currents Seminar: Thinking about Intercultural Competency (Spring: 3)**

**Offered Annually**

Students entering the workforce today, no matter what profession or field of study, need to be equipped with the knowledge, skills, and attitudes to successfully interact with colleagues, clients, customers and communities who are different from themselves. This seminar will help students develop their knowledge and skills through intentional exposure to relevant theoretical materials, meaningful and structured interactions with diverse groups of people, and reflection on the impact of these experiences on their own identities and their relationships with others. Experience with domestic and international diverse populations will be explored.

*Adrienne Nussbaum*

**UNAS3344 Cross Currents Seminar: Thinking About Successful Teams (Spring: 1)**

**Offered Annually**

This seminar studies strategies for working with and building successful teams in contexts like education, athletics, business, healthcare, and government. Students discuss stages of team development and defined roles found on high-functioning teams. Katzenbach and Smith define a team as "a small number of people with complementary skills committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable." We utilize team-based theories to reflect on students' team experiences, connect discussions to their coursework, and think creatively about their impact as productive team players in the future.

*Adrienne Dumpe*

**UNAS3345 Cross Currents Seminar: Thinking about Health****(Spring: 1)***Prerequisite:* With permission of the Instructor.**Offered Annually**

The goal of this course is to apply Health Promotion theory to enhance the communal well-being of college students. Students will be exposed to important health topics, national health guidelines, data, and key messages about stress and time management, healthy sleep, eating, and exercise habits, and decision-making around alcohol and drugs. This seminar will enhance the student experience by discussing health behaviors, knowledge, attitudes, and skills to become healthier, grow as individuals, and impact the Boston College community.

*Makayla Davis***UNAS3346 Cross Currents Seminar: Thinking about Inequalities of Class (Spring: 1)***Prerequisite:* With permission of the Instructor.**Offered Annually**

This seminar aims for students to: develop personal narratives of self within larger social settings of family, home, school, and community; explore the new experience of college and come to terms with differences in backgrounds and opportunities; reach a higher thinking beyond race, race relationships, sexuality, gender, faith, and disability, and critically analyze class (haves, have not's, and those trying to get there) and how it is perceived and impacts society; discover how to manage self in an evolving society; identify how people experience trudging through a discombobulated society; and analyze the interconnection of social class and classism.

*Jen Kentera***UNAS3500 Biomedical Research Ethics (Fall: 3)****Offered Annually****Juniors and seniors only please.**

Biomedical research aims to understand the underlying causes of disease in order to alleviate human suffering and to deepen our knowledge of the inner workings of biological processes. Advances in these areas have brought numerous successes, saving many lives and greatly contributing to our understanding of biology, physiology, and anatomy at multiple levels. However, these advances have also brought related questions about biomedical research's aims, scope, methods, and consequences. How have these advancements changed our understanding and treatment of disease and illness? Are there limits to what biomedical research should pursue? How are the needs of the present held in tension with the demands of the future? This course will examine these questions by drawing upon history, literature, and ethics to examine the growth and development of biomedical research and its effects, which continue to shape society's future direction.

*Jiin-Yu Chen***UNAS4942 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)***Prerequisite:* Completion of FPJ requirements.**Offered Annually****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***Capstone****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**UNCNP5505 Capstone: Life and Career Planning (Fall/Spring: 3)***Prerequisite:* Seniors only.**Offered Annually****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***UNCNP5511 Capstone: The Balancing Act (Spring: 3)****Offered Annually****Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

College students have many competing demands: academics, friends, family, faith, service, and work all need attention. This just in—after college, it gets worse! This course begins with students reflecting on their commitments and choices up to now. Students will then establish personal priorities and learn strategies to become engaged in their future long-term commitments to career and community, while attending to family, friends, faith, personal well-being, and leisure. Readings will explore the changes ahead for young professionals balancing family, graduate school, and/or careers. The final assignment will be developing a personal road map to a full, meaningful, and balanced life.

*Scott Olivieri***UNCNP5512 Capstone: First Gen Success (Spring: 3)****Offered Annually****Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

Where are we really living day to day? Are we holding onto our past? Are we planning for and overwhelmed by the future? What happened to the present? We will explore the particular challenges of first gen students including the trailblazing necessary to enter and thrive in college and the way in which their past can be seen as an accomplishment that informs their lives but doesn't hold them back from exploring the world in a fearless and unfolding way.

*Dacia Gentilella***UNCNP5514 Capstone: Growing Up Ethnic in America (Spring: 3)****Cross listed with AADS5513****Offered Annually**

In this seminar students will read writing that depicts a variety of experiences but suggests that what constitutes an American identity is far from settled. Ethnic difference has a profound effect on personal

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and social understandings of what it means to be an American. As we discuss the literature, students will be expected to share their own personal narratives of growing up—stories of race, ethnicity, class, gender, faith, and nationality—and what it means to be American. Some of the writers we will read include: Jhumpa Lahiri, Amy Tan, Louise Erdrich, Chang Rae-Lee, Sherman Alexie, Sandra Cisneros, Junot Diaz, Edwidge Danticat, Mat Johnson, and Ta-Nehisi Coates.

*Akua Sarr*

**UNCP5515 Capstone: Exploring Art, Exploring Self (Spring: 3)  
Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

This course presents art as a means of personal development, encouraging students to appreciate not only art, but also the capacities and self-knowledge art can stimulate. We will explore art by experiencing it, sharing it, discussing it, and writing about it. Artworks will represent various levels and periods (e.g., fine art, popular art, contemporary art, past art) and forms (e.g., photography, music, dance, writing, sculpture, painting, theater). How can exploring art show us who we are? Artistic engagement will help us understand our experiences and goals, in education, relationships, spirituality, career, and society, preparing us to flourish.

*Dustin Rutledge*

**UNCP5516 Capstone: Whose Social Justice? (Fall: 3)  
Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

Social justice and the education of “Men and Women for Others” are central precepts at Boston College. Through your own experiences in family, community, and schooling, and based on readings by “others,” this class asks you to reflect on abounding questions. How have you come to understand, interpret, and act on dictums of social justice? And what are those dictums? According to whom? Who are “others,” and what does being “for” “others” mean? The class will also ask you to think about the implication of your insights for spirituality, vocational decisions, and citizenship in a changing and often overwhelming world.

*Deborah T. Levenson*

**UNCP5517 Capstone: Love and Indoctrination: A Foundation for the Rest of Your Life (Spring: 3)**

**Cross listed with ENGL5517**

**Offered Periodically**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

In our world of political spin and fake news, the surveillance state and social media, the pressure to separate what’s real and valuable from what’s fake and mere propaganda (another way of saying “lies”) is paramount and critical for figuring out how to live, practically, spiritually, intellectually, and psychologically. In George Orwell’s *1984*, the affair of Winston Smith and Julia threatens the entire structure of Big Brother. Why? What is it about love that threatens large systems based on indoctrination? In this course we will explore and develop working definitions of both *love* and *indoctrination* in order to differentiate them.

*Thomas Kaplan-Maxfield*

**UNCP5525 Capstone: Life, Money, and Generosity (Spring: 3)**

**Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

This course starts with students reflecting on their education at BC, the role of friendships, and the kind of person they are becoming. Then, it allows students to reflect on their assumptions and tensions about money that may or may not be influenced by their experiences on BC campus, study abroad, and/or on service trips. In the middle, the course considers some tools relating to budgeting and debt. The final part considers readings that integrate money with other areas. In so doing the instrumental value of money will be contrasted with the wider, intrinsic goods, as defined by each student.

*Elizabeth Bagnani*

**UNCP5528 Capstone: Holistic Living (Fall: 3)  
Offered Annually**

**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**

**Offered Annually**

**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)  
Offered Annually**

**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 at how we experience desire and how we act upon those desires to construct a life well lived. The course will first expose students to spiritual practices of discernment, rooted in the Ignatian and Benedictine spiritual traditions. Second, it will involve

careful thinking about stories of discernment which involve the sorting and pruning of desire. Discussions will reflect on these stories, in order to help each other consider what they mean for our own lives.

*Timothy P. Muldoon*

**UNCP5541 Capstone: Into the Woods (Fall: 3)**

**Cross listed with ENGL4670**

**Offered Annually**

**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.**

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

*Bonnie Rudner*

**UNCP5544 Capstone: Vision Quest: A Multicultural Approach**

**(Fall: 3)**

**Cross listed with ENGL4637**

**Satisfies Cultural Diversity Core Requirement**

**Offered Annually**

**You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.**

This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students’ four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality, and relationships and have prepared them to face the great mystery of life ahead. The main texts include *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter’s Daughter*, and *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*. Personal reflection papers and class participation are a main component of this course.

*Dorothy Miller*

**UNCP5548 Capstone: Leadership and Mindfulness (Spring: 3)**

**Cross listed with MGMT5548**

**Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

No matter what your major, you will participate in groups and organizations that will consistently ask or expect you to lead. The best leader is authentic, has integrity, is self- and other-aware, and acts with this awareness firmly in mind. Good leaders, that is, act mindfully with respect for the people and world around them. This course explores your development as a mindful focusing inward and outward, reflecting on where you have come from and where you are going, what type of world you want to live in, your relationships with others, and how you can be an effective leader.

*Sandra Waddock*

**UNCP5550 Capstone: Building a Life (Fall: 3)**

**Cross listed with PHIL5550**

**Offered Annually**

**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*

**UNCP5561 Capstone: Creativity and Human Development**

**(Fall: 3)**

**Offered Annually**

**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.

**Offered Annually**

**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)**

**Cross listed with RLRL6620**

**Offered Annually**

**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,



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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)  
Offered Annually**

**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*

**UNCP5569 Capstone: How We Decide (Spring: 3)  
Offered Annually**

Why did I eat at “White Mountain” at 11 p.m. last night? And how can my friends convince me to go to Cityside when I know I should be studying? In this seminar, we will focus on how the mind and brain function to produce the decisions we ourselves make. The class is open to students from all majors, and there is no science prerequisite. Throughout the semester, we will reflect on our own past decisions, and consider alternative decision making strategies for the future.

*Jeffrey Lamoureux*

**UNCP5570 Capstone: Adulthood (Fall: 3)  
Cross listed with ELHE5570  
Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

Most college students in their early twenties feel neither fully adult nor fully competent in the tasks, responsibilities, and behaviors that are traditionally associated with grown-up life. In this class, students will take stock of their journey to adulthood so far and look ahead to what relationships, work, citizenship, and spirituality might look like in post-college life. Readings on the developmental psychology of young adulthood will be paired with popular media, exercises, and reflective writing to help students progress in their own “adulthood” as they prepare to negotiate the transition out of college.

*Karen Arnold*

## Cornerstone

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**UNCS2201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience. (Fall: 3)  
Offered Annually**

This will be an interactive 3-credit seminar of fifteen students, serving as one of students' university electives and one of the five courses in the first semester. Your instructor will serve as your academic advisor during the first year.

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.

*The Department*

**UNCS2205 Mentoring and Leadership Seminar. (Spring: 3)  
Offered Annually**

For senior TAs of Courage To Know classes only. Class is Pass/Fail only.

*Elizabeth Bracher*

**UNCS2245 Freshman Topic Seminars. (Fall: 1)  
Offered Annually**

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 1 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](http://www.bc.edu/courses).

**JOUR2000 Introduction to Journalism (Fall/Spring: 3)  
Offered Annually**

**Students who have taken JOUR223301 Advanced Journalism CANNOT take this course.**

Organized like a professional newsroom, this course will give students interested in journalism a taste of its various facets, including topic-generation, reporting, interviewing, and editing, for print, broadcast, and online media. It will cover basic newswriting, beat reporting, investigative journalism, feature writing, and writing for the web and provide an introduction to media law and ethics and the business and history of journalism. Students will produce a feature-length final project and will also work in teams to formulate, report, and write investigative stories. Student should expect to meet deadlines and high standards of grammar, style, punctuation, and factual accuracy.

*Jon Marcus*

**JOUR2016 Reporting Civil Rights (Fall: 3)**  
 Cross listed with AADS4016 and ENGL4016  
 Offered Periodically  
 Fulfills the Cultural Diversity requirement.

This course explores first-hand accounts from the front lines of movements to advance social justice, from the abolitionist and anti-lynching campaigns of the nineteenth century and those that toppled Jim Crow, to broader issues such as prisons and poverty, immigration, and education. Students will develop their knowledge of civil rights reporting history in the U.S., gain skills and practices, and learn how to apply all three in reporting and writing in core beat areas.

*Angela Ards*

**JOUR2202 Narrative Journalism in Peace and War (Fall/Spring: 3)**  
 Cross listed with ENGL4002  
 Offered Periodically

This course will engage with modern and contemporary examples of so-called “long form” journalistic narratives (essays, books, and perhaps an example of graphic journalism) that, by applying literary techniques to nonfiction, tell us a story about contemporary social life. Discussing matters of literary form and technique as well as journalistic norms, we will cover nonfiction texts that address both social conditions on the home front (inequality, Wall Street adventurism, street crime, race relations, police culture) and international conflicts (including war and terrorism), generally (but not always) the U.S. Writers covered will include figures such as Michael Lewis, Joan Didion, George Packer, William Finnegan, Suki Kim, Isabel Wilkerson, Geraldine Brooks, Mike Davis, Alex Kotlowitz, John Hersey, Anne Fadiman, and others.

*Christopher Wilson*

**JOUR2209 Health Journalism (Spring: 3)**  
 Cross listed with ENGL4509  
 Offered Periodically

Does diet soda cause Alzheimer’s? Do blueberries prevent cancer? Responsible health writing is one of the most challenging, and important, forms of journalism. Done well, it can save lives; done poorly, it can cause harm. This course will teach students the basics of health journalism: how to conduct interviews, interpret study results, and translate jargon into clear prose. Equally important, students will examine how health reporting reflects broader societal issues like climate change, income inequality, and environmental justice. Students will leave this class as more critical producers and consumers of health journalism, with stronger writing skills and a sense of how news is made.

*Barbara Moran*

**JOUR2223 Sports and News Broadcasting (Fall: 3)**  
 Offered Annually

This course will focus on developing performance and writing skills for sports and news broadcasting. From play by play to interviewing to writing for news broadcasts, this class will help prepare you for working in the ever-changing broadcasting world. Participants will learn how to present on-air and interview politicians, athletes, and other newsmakers. Industry leaders in broadcasting will be frequent guest lecturers, and we’ll also analyze and critique each other’s work.

*Jon Meterparel*

**JOUR2225 Journalism and New Media (Fall: 3)**  
 Offered Annually

The rise of the internet as a news delivery system has changed the face of the news business, for better or worse, in the twenty-first century. This one semester seminar will trace the history of new media’s relationship with

journalism while preparing students for the leaner online world. Students will learn about practical matters (storytelling for the web, condensing complex narratives into 140-character missives) while grappling with larger concerns affecting the industry and readers (traffic-based journalism, slipperiness sourcing) as they report and write on the world around them.

*The Department*

**JOUR2226 Writing About Popular Music (Spring: 3)**  
 Offered Annually

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)**  
 Offered Annually

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

*Christine Caswell McCarron*

**JOUR2229 Introduction to Magazine Writing (Fall: 3)**  
 Offered Annually

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*

**JOUR2231 Feature Writing (Fall/Spring: 3)**  
 Offered Annually

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*

**JOUR2232 Investigative Journalism (Fall: 3)**  
 Offered Annually

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

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several major newspapers across Massachusetts. Story subjects will focus on holding government agencies and powerful institutions accountable for a wide-range of problems and systemic failures.

*Joseph Bergantino*

### JOUR2234 News Ethics (Spring: 3)

**Offered Annually**

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)

**Offered Annually**

Why is the sports section so often the best-written part of the newspaper? You will find out why in this course that examines the art of sports writing, from game and beat coverage to in-depth interviews and other long features. Discussions will cover current events in sports journalism and review some of the classic works of sports non-fiction.

*Jimmy Golen*

### JOUR2237 The Art of Editing (Fall: 3)

**Offered Annually**

Writers get all the attention. But where would they be without discerning editors to recognize their talents, provide perspective on their ideas, help shape their work, and, ultimately, publish it? This discussion-based class will focus primarily on editing as it's practiced at magazines such as *The New Yorker* and *The Atlantic*. We'll think big and small, about whole publications, individual articles, and critical matters of style; we'll read and discuss published works; we'll invite top editors and writers in to share their secrets with us; and we'll write and edit our own articles.

*Toby Lester*

### JOUR2238 Food Writing (Fall: 3)

**Offered Annually**

This class takes a close look at the practice and tradition of food journalism, introducing students to narrative techniques, elements of reporting, and works that have shaped the genre. Students will learn how to avoid the clichés and traps of food writing and to develop original, persuasive, surprising ideas about food and the culture of eating. Issues of voice, scene, social observation, and dramatic structure are addressed, with additional attention paid to crafting and pitching articles. Readings will include works from early practitioners like A. J. Liebling and M.F.K. Fisher and contemporary writings by Gabrielle Hamilton, Frank Bruni, David Foster Wallace, and others.

*John O'Connor*

### JOUR2239 Travel Writing (Spring: 3)

**Offered Annually**

Traveling can be one of life's more rewarding experiences, and for writers it can supply an inexhaustible trove of material. But the appeal of the genre—who wouldn't want to take an all-expenses-paid trip to Fiji's finest eco-resorts?—can also be its biggest crutch. With few exceptions, travel stories today merely recast the excruciating details of five-star hotels, hairy-chested masseurs, and the salutary effects of jalapeño margaritas. This class aims to show students ways to write about travel deeply and intelligently,

with the hope of developing clear, informed opinions on the subject they're writing about (and not merely "covering"). Readings will include works by Hunter S. Thompson, Geoff Dyer, Sloane Crosley, and others.

*John O'Connor*

### JOUR2246 Podcasting: The Art and Craft of Digital Storytelling (Spring: 3)

**Offered Annually**

This course will introduce students to all aspects of the podcasting medium. What makes podcasting different from traditional journalism? What are the ingredients that make for great podcasts? We'll be listening, learning the art of interviewing, and doing plenty of story telling in order to develop personal voice and style. Finally, we'll learn about the technical tools necessary in order to tell powerful stories in sound.

*Jennifer Berkshire*

### JOUR2247 Covering Elections (Fall: 3)

**Offered Annually**

Theodore White reinvented campaign coverage when he embedded with John F. Kennedy and chronicled his 1960 victory in *The Making of the President*. Only eight years later, Joe McGinniss introduced America to a young conservative TV mastermind, Roger Ailes, in *The Selling of the President*, and a very different era began. We will trace campaign coverage from White's time through "The Boys on the Bus," Hunter Thompson, Michael Lewis and the new journalism, Richard Ben Cramer's masterwork, *What It Takes*, all the way through modern Game Changers—and may hit the campaign trail ourselves during these consequential midterm elections—to understand how the media has changed and why it matters.

*David Daley*

### JOUR2248 The Critic and the Twenty-first Century (Spring: 3)

**Offered Annually**

We are all critics now, a nation of "likers" and Yelp-ers and re-Tweeters. What role, if any, does that leave for the professional critic? What should we value, and how should we assess it? And what can we learn from those who have thought deeply about a field? We will read leading critics across multiple fields—media, technology, politics, literature, the arts and more—to consider how we might approach deeper and more meaningful understandings in an age of "reality TV," "fake news," and fragmented truths.

*David Daley*

### JOUR2250 Advanced Creative Nonfiction: Nonfiction Storytelling (Fall/Spring: 3)

*Prerequisite:* With permission of the Instructor.

**Cross listed with ENGL4437**

**Offered Periodically**

In this advanced creative nonfiction writing course we practice and study the craft of telling true stories. We try out a variety of forms ranging from journalism to memoir—profile, feature, reported essay, personal essay, etc.—and work on professional skills, such as pitching a story and assessing the house styles of publications. Class visits by professional writers, a variety of writing assignments, workshoping of student prose, and discussion of assigned reading are regular features of the course's workload. Admission by permission of instructor: please submit a writing sample of up to 10 pages to rotelca@bc.edu by April 9.

*Carlo Rotella*

**JOUR2252 News Media/Democracy (Fall: 3)**

Cross listed with COMM4452

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major

The press plays an essential role in America and the world. This course aims to equip students to become critical news consumers with both a skilled understanding of how journalism works and political literacy about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry examples, we will tackle the news media critically across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; studying and practicing the craft of opining writing and social advocacy; and evaluating and critiquing the performance of the press across these fronts.

*Michael Serazio*

**JOUR2290 From Page to Pod: Making Literature Public**

(Fall/Spring: 3)

*Prerequisite:* With permission of the Instructor.

Cross listed with ENGL4990

Offered Periodically

In this practical, collaborative, and project-driven course, we'll celebrate the Irish comic novelist, journalist, playwright, and tv-script-writer, Flann O'Brien. Exploring O'Brien's archives, we'll research, document, and curate those works for a Spring '19 exhibition in the Burns Library—but more: scripting and recording our own podcasts, we'll carry O'Brien's satirical bite to a broader American public. O'Brien is as contemporary as *The Onion*, as absurd as Beckett, as smart as...well...you. Along the way, we'll map out the future of literary studies (and your own role in the Public Humanities). The seminar will be challenging—but fun. All disciplines made welcome.

*Joe Nugent*



## *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. Peter Lynch, a Boston College graduate, is 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 Morrissey College of Arts and Sciences or in one of several interdisciplinary majors. Interdisciplinary majors include American Heritages, General Science, Mathematics and Computer Science, and Perspectives on Spanish America.

Secondary Education majors must also major in a state-approved licensure area. These areas include Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, Latin Studies, foreign language, and Classical Humanities.

All education majors complete three pre-practicum experiences (1 day/week for 10 weeks) and one full practicum experience (5 days/week for 14 weeks) in a variety of classrooms where they mediate theory and practice to develop and provide instruction that enhances the life chances of all children. All Elementary and Secondary Education programs lead to endorsement for Initial Licensure in the state of Massachusetts. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts *must* pass all the appropriate Massachusetts Tests for Educator Licensure (MTEL), regardless of in which state students wish to teach.

Graduates from Elementary and Secondary Education programs attain positions in public, private, parochial, and charter schools, other education-related fields, and areas that require strong liberal arts, subject matter, and pedagogical preparation and the ability to collaborate with others.

The major in Applied Psychology and Human Development prepares students for work in human, social, and community services and/or for graduate study in counseling, human development, educational psychology, organizational studies, higher education, and related fields. Coursework in this major curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in a variety of contexts.

Students in Applied Psychology and Human Development obtain employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major provides a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of the Lynch School, an interdisciplinary minor or major in the Morrissey College of Arts and Sciences or the Carroll School of Management, or a second major or interdisciplinary major in the Lynch School. Graduates receive a Bachelor of Arts or a Bachelor of Science depending on the degree requirements of the second major.

In addition, there is a number of Fifth Year Programs available for academically superior students through which the bachelor's and the master's degrees can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

### **Satisfactory Academic Progress**

Lynch School of Education students who are Elementary or Secondary Education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are majoring in Applied Psychology and Human Development must also successfully complete 120 credits, which *must* include the Core curriculum, the Applied Psychology and Human Development major, and at least one minor in a Morrissey College of Arts and Sciences discipline or an interdisciplinary minor in the Lynch School or the Carroll School.

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 6 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 9 credits in summer study.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the institution at the time of the next review.

## Information for First Year Students

Although students may satisfy Core requirements (42 credits) during any of their four undergraduate years, they are advised to complete most or, if possible, all Core requirements within the first two years. The remaining 78 credits (minimum) are to be fulfilled by courses required in the major(s), minor(s), and elective choices.

All first semester, first year students should select ENGL1010 First Year Writing Seminar or a Core Literature course, APSY1030, Child Growth and Development, First Year ERA, and the course(s) designated by your major department. (Students who place out of Core courses in advance 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 3-credit course (2 credits first semester and 1 credit second semester), is also a requirement for all Lynch School students and is taken as a sixth course during first and second semesters, freshman year.

The Bachelor of Arts in Applied Psychology and Human Development degree requires the completion of at least 120 credits, which includes the University Core. Students must achieve at least a cumulative grade point average of 1.667. Furthermore, students majoring in Applied Psychology and Human Development must also complete an approved minor (18 credits).

Students majoring in Elementary Education or Secondary Education must also complete 120 credits, which include the University Core and which are normally distributed over eight semesters of four academic years. Both Elementary and Secondary Education students must also fulfill a second major. Elementary Education majors may fulfill the second major in either a subject in the Morrissey College of Arts and Sciences or one of the five Lynch School interdisciplinary majors. Secondary Education majors can only fulfill a second major in specific content areas in the Morrissey College of Arts and Sciences. All Teacher Education majors must complete three pre-practica, a full practicum, and an inquiry seminar. Students pursuing teacher licensure programs, however, must maintain a cumulative grade point average of at least 2.5 in order to be eligible to participate in the full practicum (full-time student teaching). Any student who enrolls in a pre-practicum must obtain a Massachusetts Education Personnel Identification (MEPID). Please consult the Office of Practicum Experiences and Teacher Induction for more information.

The Associate 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 to 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.

## Online Courses

Ordinarily, credit for courses taken online is not transferable. In rare cases of extenuating circumstances, e.g., proximity to degree, certain conditions apply. If students have circumstances that might warrant an exception, they should see their Academic Dean.

## Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School Director of Practicum Partnerships, the Program Supervisor, and the Supervising Practitioner. The Office of Practicum Partnerships and Professional Development, Campion 102, 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 Partnerships and Professional Development, 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 which states students wish to teach in 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/schools/lsoe/academics/practicum/policies.html](http://www.bc.edu/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 according to the standards outlined in the Boston College Candidate Assessment of Performance (BC-CAP).

The semester prior to completing a field placement, students must formally apply and participate in an interview in the Office of Practicum Partnerships and Professional Development 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/schools/lsoe/academics/practicum/Pre\\_Prac\\_.html](http://www.bc.edu/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 Morrissey College 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/schools/lsoe/academics/practicum.html](http://www.bc.edu/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 BC Endorsement (a recommendation for licensure). The Commonwealth of Massachusetts issues teacher licenses, not the endorsing university. Therefore, students who earn the BC Endorsement

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 Partnerships and Professional Development will not be able to arrange assignments for late applicants. Applications are submitted online at: [www.bc.edu/schools/lsoe/academics/practicum/Pre\\_Prac\\_.html](http://www.bc.edu/schools/lsoe/academics/practicum/Pre_Prac_.html).

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

### *Applied Psychology Field Practica*

Applied Psychology and Human Development students should visit [www.bc.edu/schools/lsoe/academics/undergrad/human\\_dev/APHD.html](http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html) for information on practicum experiences for this major and register for APSY2152 or APSY4245 in the semester during which they will complete their field practicum experience.

### **International and Special Practicum Placement Program for Undergraduate Studies**

Lynch School students may participate in the International Programs described in the University Policies and Procedures section of this catalog.

The Lynch School's International and Special Practicum Placement Program offer opportunities for undergraduate coursework in a variety of foreign countries for pre- and full-practicum placements. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Partnerships and Professional Development, Lynch School, Boston College, Campion 102, Chestnut Hill, MA, 02467-3804.

### **The Honors Program**

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only prior to the beginning or at the end of freshman year, based on prior academic accomplishments and other criteria.

### **Majors in Education**

The undergraduate majors in the Lynch School, with the exception of the major in Applied Psychology and Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. The Lynch School accreditation process and the Interstate Licensure Compact (ICC) facilitate licensure in other states. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass all appropriate tests of the Massachusetts Tests for Educator Licensure. All students must consult with the Office of Practicum Experiences and Teacher Induction and/or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers two minors and one concentration for Education majors—Middle School Mathematics Teaching, Leadership in Higher Education and Community Settings, and a Special Education

Concentration. The Massachusetts Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Please consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Associate Dean of Undergraduates at LSOE for the most current information.

The concentration in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All education students are strongly urged to consider this important concentration. Detailed information on the concentration in Special Education can be found in the minors section of the Lynch School catalog and on the Lynch School website.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with a Morrissey College of Arts and Sciences Mathematics major or Mathematics/Computer Science interdisciplinary major, or to Secondary Education majors with a Morrissey College of Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the minors section of the Lynch School catalog and the Lynch School website.

The minor in Leadership in Higher Education and Community Settings is open to Lynch School majors in Applied Psychology and Human Development as well as students in the Morrissey College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing. This minor is limited to 15 students per class and requires a specific grade point average of 3.5, a completed application, and a 250-word rationale for pursuing this minor. See the minors section of the Lynch School catalog and the Lynch School website.

### *Major in Elementary Education*

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1–6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, pedagogy, and development from diverse social, cultural, and historical perspectives. Professional courses integrate theoretical and pedagogical knowledge of subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies, informed by a pupil-centered perspective.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, inquiry, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables teacher candidates to effectively integrate children with disabilities into regular classrooms. Teacher candidates have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.



The learning outcomes for Elementary Education majors include:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems and recognizes a professional responsibility to promote and practice principles of social justice teaching.

A second major, either interdisciplinary or in a subject discipline in the Morrissey College of Arts and Sciences or Applied Psychology and Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

### *Major in Secondary Education*

The major in Secondary Education prepares students for teaching in secondary schools, grades 8–12. The major in Secondary Education is ideal for those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; inquiry; and classroom assessment. The program also includes three pre-practicum experiences beginning sophomore year and culminating in a full practicum in the senior year.

Learning outcomes for Secondary Education majors include:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- Outcome 3: The teacher candidate will promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- Outcome 4: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 5: The teacher candidate will promote an inquiry stance of critical reflection about personal practice through individual and collaborative inquiry in service of improving pupil academic, emotional, and social learning.

### *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.

Learning outcomes for Applied Psychology and Human Development majors include:

- Outcome 1: Understand the processes of human development and learning from infancy into late adolescence or the transition to adulthood.
- Outcome 2: Understand how social and cultural contexts shape developmental and educational processes.
- Outcome 3: Understand how contemporary social problems affect children, families, and communities.
- Outcome 4: Use foundational theories of applied psychology and human development to analyze educational and other real-world settings.
- Outcome 5: Articulate a researchable theoretical argument and apply appropriate research techniques to empirical analysis.
- Outcome 6: Articulate their personal core values and beliefs, how these are informed by critical engagement with theoretical and empirical knowledge in applied psychology and human development, and how these inform their relationships with their families and communities.
- Outcome 7: Develop a specialized understanding of 1 of 3 areas:



**Human Services:** Basic knowledge of psychosocial challenges to normal development and of a range of individual and community-level strategies to prevent mental illness and enhance psychosocial well-being and mental health.

**Organizational Studies—Human Resources:** Basic knowledge of organizational behavior theories, their applications in human resource management, and the contributions of applied psychology in these contexts.

**Community, Advocacy and Social Policy:** Basic knowledge of theories of community psychology and the applications of psychological knowledge to advocacy and social policy for and with children, youth, and their families and communities.

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 18 credits in a single subject discipline in the Morrissey College of Arts and Sciences, in Management and Leadership in the Carroll School of Management, in Leadership in Higher Education and Community Settings in the Lynch School, or in other specific interdisciplinary minors. Please note: the minor in Management and Leadership is limited to 15 students per class and requires a specific grade point average, rationale, and application.
- A major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in the Morrissey College of Arts and Sciences; or
- A second major or interdisciplinary major in the Lynch School.
- The minimum number of credits acceptable for most minors is 18, which may include applicable Core courses. The concentration in Special Education (which does not satisfy the required minor for students in Applied Psychology and Human Development), however, requires only 12 credits. This is an excellent option as a second area of concentration for Applied Psychology and Human Development majors interested in special needs settings. The minor in Management and Leadership, offered in collaboration with the Carroll School of Management, is another excellent option for students planning to work in business or industry. The Lynch School also offers an interdisciplinary minor in Leadership in Higher Education and Community Settings. Students who have a second major automatically fulfill the minor requirement. Approved areas of study for both majors and minors are listed under the Morrissey 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](http://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 Associate Dean for Undergraduate Students.

## Second Majors and Interdisciplinary Majors for Lynch School Students

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in the Morrissey College of Arts and Sciences or an interdisciplinary major as outlined below. Applied Psychology and Human Development majors are also required to carry a minor of 18 credits in a single subject discipline in the Morrissey College of Arts and Sciences, a major or an interdisciplinary minor in the Morrissey College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

### Lynch School Majors

#### *Interdisciplinary Majors*

Interdisciplinary majors are based in two or more Morrissey College of Arts and Sciences disciplines that are relevant to teaching in elementary school settings. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Applied Psychology and Human Development. Students should consult their advisors regarding the specific courses required for these interdisciplinary majors.

**Note:** Secondary Education students **cannot** become licensed to teach in any of these interdisciplinary areas. Secondary licensure requires a Morrissey College of Arts and Sciences major in one of the specific subject disciplines listed under the description of Secondary Education requirements.

Applied Psychology and Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their Morrissey College of Arts and Sciences minor requirement.

**American Heritages**  
Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

#### **General Science**

Designed for students seeking a broad and general background in science to help them teach in an elementary or special education setting. Nine courses are required from four science departments—Biology, Chemistry, Physics, and Earth and Environmental Sciences (Geosciences).

#### **Mathematics/Computer Science**

This major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators. Many students who complete this interdisciplinary major in conjunction with Applied Psychology and Human Development or Elementary Education go on to acquire licensure to teach mathematics at the secondary level by fulfilling master's degree requirements in Secondary Education through the Fifth Year Program.

#### **Perspectives on Spanish America**

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, this minor coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

## Minors or Concentrations for Lynch School of Education Students

### *Leadership in Higher Education and Community Settings Minor*

This 18-credit minor is designed for students who may have an interest in institutions of higher education, in local and international non-government organizations (NGOs) and/or in community-based organizations and programs.

### *Middle School Mathematics Teaching Minor*

A minor in Middle School Mathematics Teaching is available to undergraduates who are either: Elementary Education majors (with an MCAS Mathematics major OR a Mathematics/Computer Science Interdisciplinary major) OR Secondary Education majors (with an MCAS Mathematics major). While the minor does not lead directly to middle school mathematics certification at Boston College (we do not offer middle school certification), it does fulfill the National Council of Teachers of Mathematics requirements for middle school teachers of mathematics. With this minor, acquiring middle school mathematics certification in Massachusetts should not be difficult.

### *Special Education Concentration*

The Special Education Concentration is available to Lynch School of Education students only. This includes students majoring in Elementary Education, Secondary Education, and Applied Psychology and Human Development who have an interest in special needs education.

### *Teaching English Language Learners (TELL) Certificate*

The Lynch School of Education at Boston College offers a certificate program in Teaching English Language Learners (TELL). Candidates should be working toward a licensure in an education field (early childhood, elementary, secondary, reading, etc.). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and completion of a field experience in a classroom that includes bilingual learners.

### *Minors in the Carroll School of Management for Lynch School of Education Students*

There are six minors offered to non-management students: Accounting for CPAs, Accounting for Finance and Consulting, Finance, Management and Leadership, Managing for Social Impact and the Public Good, and, Marketing. Interested students should visit [www.bc.edu/csom-minors](http://www.bc.edu/csom-minors) for more information.

### *Minors in the Morrissey College of Arts and Sciences for Lynch School of Education Students*

In addition to a multitude of MCAS department and interdisciplinary minors, open to the Lynch School undergraduates, students may also declare the following minors that were created for Lynch School students by visiting Campion Hall 104:

#### **Educational Theatre Minor**

This minor provides drama education and theatre training to LSOE students who hope to include theater as a subject they teach and practice in school settings and/or who want to use creative dramatics and applied theatre techniques as teaching tools in other institutional settings.

#### **Communications Minor**

This 18-credit minor introduces students to the field of Communications. Students enroll in four required courses and two electives.

### *Minors in the Lynch School of Education for Morrissey College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing Students*

#### *Applied Psychology and Human Development Minor*

This 18-credit minor may interest students who wish to (1) deepen their knowledge of human behavior in the areas of psychology, human development, and learning sciences in preparation for a career in fields such as human capital, consulting, research, consumer behavior, organizational studies, client relations, recruitment, marketing, advertising, counseling, public health, social, community and political advocacy, among others; (2) gain specialized knowledge in certain specific areas of human development and wellness, for example: counseling, training, personal assessment, family crisis assistance, substance abuse interventions, and child/aging/elderly care; or (3) prepare for employment in a government or private sector organizations.

#### *Foundation in Education Minor*

This 18-credit minor introduces students to courses in the fields of applied psychology and teacher education.

#### *Inclusive Education Minor*

This 18-credit minor is designed to (1) introduce 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.

### *Leadership in Higher Education and Community Settings Minor*

This 18-credit minor is designed for students who may have an interest in institutions of higher education, in local and international non-government organizations (NGOs) and/or in community-based organizations and programs.

#### **Declaration of Minor Process**

To declare any of the minors listed above: students should complete a Declaration of Minor form in Campion Hall 104.

#### *Secondary Education Minor*

This minor is open to Morrissey College of Arts and Sciences students who major in one of the following disciplines: English, Mathematics, History, Latin, Classical Humanities, Foreign Language, Biology, Chemistry, Earth and Environmental Science, Physics, and who plan to pursue licensure to teach in high school. The minor is also open to CSOM or CSON students who would like to explore options for pursuing licensure to teach in high school.

#### **Declaration of Minor Process**

All interested MCAS, CSOM and CSON students interested in the Secondary Education Minor should make an appointment in Campion 104. This minor requires early planning, an interview, an application and a minimum grade point average of 3.0.

#### **Graduation**

Students are expected to satisfactorily complete eight semesters of full-time study (excluding summer terms) in order to earn the bachelor's degree. With permission from the student's Academic Dean, there are

## EDUCATION

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two ways the time to degree can be shortened (accelerated): (1) by qualifying for Advanced Standing or (2) by completing all requirements in less than 8 full time semesters. Details of these two paths are given below.

### *Advanced Standing*

Students who earn a minimum of 24 Advanced Placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in six or seven semesters of full time study. Students interested in this option should be in touch with their Academic Dean no sooner than the completion of their first semester at BC. No decisions 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 Academic Dean before the start of the third year of undergraduate study. No more than 30 Advanced Placement Units may be credited toward the degree.

### *Acceleration*

After being in residence for at least three semesters, and no later than the end of the drop/add period in the seventh semester, full-time undergraduate students may apply to their Academic Dean to accelerate their degree program by one semester. The following conditions apply:

- Summer courses intended for acceleration must be taken at Boston College.
- Any credits over 15 in a semester used for acceleration are charged the per credit rate for the semester they are taken. Financial aid will not cover these additional charges.
- Students transferring into Boston College with first-semester sophomore status or above are not eligible to accelerate their program of study.
- Students who have elected to take Advanced Standing are not eligible to accelerate their graduation further.

## FIFTH YEAR AND EARLY ADMIT PROGRAMS

### For Boston College Juniors

The Fifth Year and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

**None** of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, Morrissey College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (See additional Early Admit requirements below.)\*

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum and 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
- Measurement, Evaluation, Statistics, and Assessment
- 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 at [gsoe@bc.edu](mailto:gsoe@bc.edu) or (617) 552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the master's program upon completion of their undergraduate degree.

### Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 or higher in their two graduate courses). Early admit students will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if the work was not previously documented in their application for the Fifth Year and Early Admit programs. Upon final admission, the student will receive an official letter of acceptance into the full master's program by the Office of Graduate Admission ([gsoe@bc.edu](mailto:gsoe@bc.edu) or 617-552-4214).



**Faculty**

**Albert Beaton**, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

**M. Beth Casey**, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

**John S. Dacey**, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

**Curt Dudley-Marling**, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

**George T. Ladd**, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

**George F. Madaus**, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

**Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

**Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

**John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

**Charles F. Smith, Jr.**, *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**Mary Griffin**, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

**Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

**Jean Mooney**, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

**Philip Altbach**, *J. Donald Monan, S.J., Research Professor*; A.B., A.M., Ph.D., University of Chicago

**G. Michael Barnett**, *Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

**David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

**Henry Braun**, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University

**María Estela Brisk**, *Professor*; B.A., Universidad de Córdoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

**Susan Bruce**, *Professor and Chairperson*; A.A., B.A., M.A., Ph.D., Michigan State University

**Marilyn Cochran-Smith**, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

**Rebekah Levine Coley**, *Professor and Chairperson*; B.A., Brandeis University; Ph.D., University of Michigan

**Eric Dearing**, *Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

**Anderson J. Franklin**, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon

**Lisa Goodman**, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

**Andrew Hargreaves**, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds

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**Belle Liang**, *Professor*; B.S., Indiana University; Ph.D., Michigan State University

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**Mary E. Walsh**, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

**Stanton E.F. Wortham**, *Professor and Charles F. Donovan, S.J., Dean*; B.A. Swarthmore College; M.A., Ph.D. University of Chicago

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**Paul Poteat**, *Associate Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

**C. Patrick Proctor**, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

**Heather Rowan-Kenyon**, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park

**Martin Scanlan**, *Associate Professor*; B.A., Catholic University of America; M.A., Trinity College; Ph.D., University of Wisconsin, Madison

**David Scanlon**, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

**James Slotta**, *Associate Professor and Associate Dean of Research*; B.S., Case Institute of Technology, Cleveland, Ohio; M.S., University of Massachusetts, Amherst; Ph.D., University of Pittsburgh

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**Gabrielle Oliveira**, *Assistant Professor*; B.A., Fundação Armando Alvaraes Penteado; M.A., Ph.D., Columbia University

**Andrés Castro Samayo**, *Assistant Professor*; B.A., Harvard University; M.Phil., Cambridge University; Ph.D., University of Pennsylvania

**Jon Wargo**, *Assistant Professor*; B.A., Indiana University; Ph.D., Michigan State University

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**Hans de Wit**, *Professor of the Practice*; B.A., M.A., Ph.D., University of Amsterdam

**Nettie Greenstein**, *Associate Professor of the Practice*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

**Julie Pacquette MacEvoy**, *Associate Professor of the Practice*; B.A., Reed College; M.A., Ph.D., Duke University

**Margaret (Penny) Haney**, *Assistant Professor of the Practice*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

**Anne Homza**, *Assistant Professor of the Practice*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

**Michael James**, *Assistant Professor of the Practice*; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University

**Oh Myo Kim**, *Assistant Professor of the Practice*; B.A., Rutgers College; M.Div., Princeton Theological Seminary; Ph.D., University of Minnesota, Twin Cities

**Nelson Portillo**, *Assistant Professor of the Practice*; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

### Contacts

- Dean's Office, Campion 101, 617-552-4200
- [www.bc.edu/lsoe](http://www.bc.edu/lsoe)

## Counseling, Developmental, and Educational Psychology Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**APSY1030 Child Growth and Development (Fall: 3)**  
**Satisfies Social Science Core Requirement**  
**Offered Annually**

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**  
**Offered Annually**

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)**  
**Offered Annually**

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)**

**Offered Annually**

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.

*Belle Liang*

**APSY2152 Human Development Practicum (Fall/Spring: 3)**

**Offered Annually**

**Restricted to juniors and seniors**

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)**

**Offered Annually**

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*

**APSY2240 Personality Theories: Behavior in Context**

**(Fall/Spring: 3)**

*Prerequisites:* APSY1030 and APSY1031.

**Offered Annually**

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

*Robert Romano*

**APSY2241 Mental Illness: Social and Clinical Perspectives**

**(Fall/Spring: 3)**

*Prerequisite:* APSY2240.

**Offered Annually**

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)**

**Offered Annually**

*The Department*

**APSY3243 Counseling Theories (Fall/Spring: 3)**

*Prerequisite:* APSY2241.

**Offered Annually**

**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:* With permission of the Instructor.

**Offered Annually**

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)**

**Offered Annually**

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)**

**Offered Annually**

This advanced undergraduate seminar introduces participants to theory and research from critical, cultural, and liberation psychologies as resources for exploring the gendered and racialized politics and procedures that have shaped developmental psychological knowledge

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and its applications in the U.S. and beyond. We begin with narratives from all too frequently marginalized children and youth living in the majority world/global South and in minoritized communities in the U.S. to amplify their voices towards documenting how their lived experiences and meaning-making processes can inform psychological knowledge construction. Drawing on readings from liberation, cultural and critical psychological theory and research as well as indigenous knowledge(s) and human rights conventions (e.g., the Universal Declaration on the Rights of the Child), we will hone critical and analytic skills to historically situate and deconstruct developmental psychology. Discussions will include the contributions and challenges facing children and youth organizing both locally and globally to decolonize dominant assumptions about “the child” through social analysis of and resistance to the causes of their marginalization and oppression towards transformative social change.

*Brinton Lykes*

### **APSY3375 Education Leadership in Higher Education (Spring: 3) Offered Annually**

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.

*The Department*

### **APSY4050 Public Health Practice in the Community (Spring: 3)**

*Prerequisites:* NURS1210 and NURS3210.

#### **Offered Annually**

This course puts public health into practice, with an experience of community engagement and public health activity. Students will develop a deeper understanding of applying public health principles and evidence-based practice in a community setting, locally or globally. Themes stressed in the previous two courses will be reinforced, this time in practice, including: the importance of data and evidence, the interdisciplinary approach to solving public health problems, and a focus on at-risk populations and reducing health disparities.

*Nelson Portillo*

### **APSY4199 Independent Study/Internship Experience (Fall/Spring: 3)**

**Cross listed with EDUC4911**

#### **Offered Annually**

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*

### **APSY4901 Readings and Research (Fall/Spring: 3)**

**Cross listed with EDUC4901**

#### **Offered Annually**

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*

### **APSY4961 Honor Thesis I (Fall: 3)**

#### **Offered Annually**

Registration for this course requires advance approval and the submission of additional paperwork. Students, with the approval of the program coordinator and department chair, may write a thesis during the senior year. In most cases, the thesis involves empirical research, although other scholarly forms may be permitted. Students must meet with a prospective thesis advisor during the junior year to develop a thesis proposal.

*The Department*

### **APSY4962 Honor Thesis II (Fall: 3)**

#### **Offered Annually**

Registration for this course requires advance approval and the submission of additional paperwork. This course is a continuation of APSY4961.

*The Department*

### **APSY6348 Culture, Community and Change (Fall/Spring: 3)**

#### **Offered Annually**

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)**

*Prerequisite:* Open to seniors and juniors only.

#### **Offered Biennially**

This seminar provides participants with a foundation of knowledge concerning current social policy issues involving children and families in the U.S., with a particular focus on issues related to poverty and disadvantage. Considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policy, and how social policies impact children and families. Seeks to help students explore scientific evidence and social perceptions and think critically about central social issues and social policies.

*Gilda Morelli*

## **Teacher Education and Curriculum and Instruction**

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### **EDUC1044 Working with Special Needs Students (Fall/Spring: 3)**

#### **Offered Annually**

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*

**EDUC1100 First Year Experience, Reflection, and Action (Fall: 2)***Corequisite:* EDUC1111.**Offered Annually**

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***EDUC1112 Professional Development Seminar for Freshmen II****(Spring: 1)****Offered Annually****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***EDUC1128 Computer Applications for Educators (Spring: 3)****Offered Biennially**

**This is not a course in computer programming. (EDUC1128 is for undergraduate students only).**

The technology which is often available in contemporary classrooms affords opportunities for reaching more students in relevant ways. This course covers fundamental knowledge and skills needed by teachers who wish to use that technology and affords students opportunities to develop their expertise in mainstream and emerging educational technologies. This course includes presentations on hardware (e.g., computers, scanners, digital cameras, video cameras) and software (e.g., interactive, web, productivity) and discussion of how these integrate into classroom instruction. Substantial hands-on project time is provided.

*Alec Peck***EDUC2039 Learning and Curriculum in the Elementary School****(Fall/Spring: 3)***Corequisite:* EDUC2104.**Offered Annually**

**Students must be registered for EDUC2151 and arrange their schedules to be on-site in a school Tuesday or Thursday.**

Introduces students to the profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K–6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

*The Department***EDUC2101 Teaching Language Arts (Fall/Spring: 3)***Corequisite:* EDUC2108.**Offered Annually**

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 teaching methods that support development. In the fall semester, content and approaches related to teaching in English/Spanish bilingual programs will be included. Students will have the opportunity to apply their learning through practical lesson development and implementation in connection to their pre-practicum placement. 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.**Offered Annually**

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.

*Lisa Patel Stevens***EDUC2105 Teaching the Social Sciences and the Arts****(Fall/Spring: 3)***Corequisite:* EDUC2109.**Offered Annually**

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 a 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.**Offered Annually**

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*



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### EDUC2109 Teaching About the Natural World (Fall/Spring: 3)

*Corequisite:* EDUC2105.

**Offered Annually**

This course is designed to increase confidence, enthusiasm, and knowledge for teaching elementary science. Science can be an essential part of an elementary classroom not only to achieve key science learning goals, but also as a means to engage and motivate students as well as support literacy and mathematics learning. An overarching focus of the course is on the idea that science is a “practice” that includes specific ways of reasoning, communicating, and acting. The course is also designed in partnership with the afterschool program at Gardner Pilot Academy in BPS. For eight weeks during the course, undergraduates will work with elementary students to teach them science and to reflect on how to design more effective science lessons.

*G. Michael Barnett*

### EDUC2131 Undergraduate Inquiry Seminar: I (Fall/Spring: 1)

*Corequisite:* EDUC2151.

**Offered Annually**

**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.

*Melita Malley*

### EDUC2151 Pre-Practicum I (Fall/Spring: 1)

*Corequisite:* EDUC2131.

**Offered Annually**

**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.

*Melita Malley*

### EDUC2208 Educational Strategies: Children with Special Needs (Spring: 3)

**Offered Biennially**

This course provides instruction to pre-service teachers interested in learning more about instruction, curriculum, and teaching for children with special needs, with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

*The Department*

### EDUC2211 Secondary Curriculum and Instruction (Fall/Spring: 3)

*Corequisite:* EDUC2151.

**Offered Annually**

**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.

**Offered Annually**

**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.

*Melita Malley*

### EDUC3133 Undergraduate Inquiry Seminar: III (Fall/Spring: 1)

*Corequisite:* EDUC3153.

**Offered Annually**

**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.

*Melita Malley*

### EDUC3134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)

*Corequisite:* EDUC3154.

**Offered Annually**

**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.

*Melita Malley*

**EDUC3152 Pre-Practicum II (Fall/Spring: 1)***Corequisite:* EDUC3132.**Offered Annually****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.

*Melita Malley***EDUC3153 Pre-Practicum III (Fall/Spring: 1)***Corequisite:* EDUC3133.**Offered Annually****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.

*Melita Malley***EDUC3154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)***Corequisite:* EDUC3134.**Offered Annually****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.

*Melita Malley***EDUC3203 Philosophy of Education (Spring: 3)****Cross listed with PHIL3203****Offered Annually**

This course is organized in such a way as to enable us to address and discuss the dialectics of freedom hidden under the process of education. The class investigates a number of conflicting positions about freedom in education and explores philosophical resources to help us to understand the nature of these issues more fully. A list of movies which students are recommended to watch before class will help them to find out and discuss the hottest philosophical topics pertaining to freedom in educational frameworks.

*The Department***EDUC3308 Bilingualism in Schools and Communities (Fall: 3)****Offered Annually**

**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)****Offered Annually**

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)****Offered Annually**

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.**Offered Annually**

This capstone inquiry seminar requires teacher candidates to continue to develop an inquiry stance in their practice through the systematic analysis of teaching and learning in their classroom experiences. Grounded in a theory of teacher education for social justice that encourages practitioners to challenge educational inequities by inquiring into practice, this course advances teacher candidates' skills in planning, delivering, assessing and analyzing instruction that promotes pupil learning and enhances their life-chances.

*The Department***EDUC4250 Practicum for Lynch School Students (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses.

*Corequisite:* EDUC4231.**Offered Annually****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.

*Melita Malley*

## EDUCATION

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### EDUC4255 Seminar: International/Out-of-State Program

(Fall/Spring: 3)

Offered Annually

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.

*Melita Malley*

### EDUC4360 Inclusive Education Field Observation (Fall/Spring: 0)

Offered Annually

Open to undergraduate majors in the Morrissey College of Arts and Sciences, the Inclusive Education minor is offered in the LSOE. The minor is designed to (1) introduce Morrissey College of Arts and Sciences students to the world of disabilities and special education with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special education. The minor consists of six-courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.

*David Scanlon*

### EDUC4901 Readings and Research (Fall/Spring: 3)

Cross listed with APSY4901

Offered Annually

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

Offered Annually

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)

Offered Annually

This course is open to students in the Fifth Year Program only.

*The Department*

### EDUC4961 Honors Thesis I (Fall/Spring: 3)

Offered Annually

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)

Offered Annually

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)

Offered Annually

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)

Offered Annually

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)

Offered Annually

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

*Audrey Friedman*

### EDUC6303 Foreign Language Pedagogy (Fall: 3)

Cross listed with LING4330 and RLRL5597

Offered Annually

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

**EDUC6304 Secondary and Middle School Mathematics Methods**

(Fall: 3)

**Offered Annually**

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*Lillie Albert***EDUC6307 Teachers and Educational Reform (Spring: 3)****Offered Annually****Graduate students by permission only**

Issues of school reform are constantly in the media—high-stakes testing, charter schools, the Common Core. At the heart of these reforms are teachers and the work they do with students in their classrooms. In this course, students look in-depth at the nature of teaching and learning in schools and classrooms. In particular, the course attends to issues and practices linked to current efforts at educational reform, approaching these matters through active inquiry and experiential enactment of such practices. Focused reflection is also a central component of this class.

*The Department***EDUC6316 Developmentally Appropriate Curriculum in Early Childhood Education (Spring: 3)****Offered Annually**

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***EDUC6323 The Linguistic Structure of English (Spring: 3)**

Cross listed with ENGL2121 and LING3323

**Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language, including sound system, grammar, structure and meanings of words, and properties of discourse.

*The Department***EDUC6346 Teaching Bilingual Students (Fall/Spring/Summer: 3)****Offered Annually**

**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.

*Patrick Proctor***EDUC6347 Teaching Bilingual Students in Secondary Education**

(Fall: 3)

**Offered Annually***The Department***EDUC6363 Survey of Children's Literature (Fall/Spring: 3)****Offered Annually**

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

*The Department***EDUC6367 Restructuring the Classroom with Technology (Fall: 3)****Offered Periodically**

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum website and use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

*The Department***EDUC6373 Classroom Management (Spring: 3)****Offered Annually**

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)****Offered Annually**

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)****Offered Annually****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.



## EDUCATION

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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)**

**Offered Annually**

**Pre-practicum required (25 hours).**

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

*Susan Bruce*

### **EDUC6492 Linguistically Responsive Teaching: Deepening Your Sheltered English Instruction Skills (Summer: 1)**

**Offered Annually**

This fifteen-hour 1 credit online module is designed for licensed elementary classroom teachers in Massachusetts schools who have already obtained their SEI Endorsement (either through the state's RETELL course or other avenues). This summer two-week online course provides the support and coaching teachers need to develop their skills as linguistically responsive educators.

*Anne Homza*

### **EDUC6493 Language Acquisition Module (Fall: 1)**

*Corequisite:* EDUC6593.

**Offered Annually**

See course description for EDUC6593.

*The Department*

### **EDUC6495 Human Development and Disabilities**

**(Fall/Summer: 3)**

**Offered Annually**

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*Susan Bruce*

### **EDUC6496 Foundations of Autism Spectrum Disorder**

**(Summer: 3)**

**Offered Annually**

This course covers the major theoretical explanations for ASD symptomology, including contributions from education, psychology, neuroscience and related fields. Major debates surrounding identification, treatment, and outcomes of students with ASD, including recent commentaries from the ASD self-advocacy community, will be discussed.

*Kristen Bottema-Beutel*

### **EDUC6497 Intervention for Students with Autism Spectrum**

**Disorder (Summer: 3)**

**Offered Annually**

In this course students will learn strategies and purported mechanisms behind current intervention models designed for students with ASD. Student will be able to evaluate research evidence and claims of effectiveness of each intervention, and will design and implement appropriate interventions for student with ASD.

*The Department*

### **EDUC6540 Ed Implications/Sensory, Motor and Health**

**Impairments (Spring: 3)**

**Offered Annually**

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

*Thomas Miller*

### **EDUC6588 Teaching and Learning Strategies for Moderate Special Needs (Spring: 3)**

*Prerequisite:* EDUC7579.

**Offered Annually**

**Not open to non-degree students. EDUC6589 is intended for general educators and EDUC6588 is required for special educators**

This course is intended to help prospective and experienced special education teachers and other educators develop a repertoire of skills for teaching students with mild/moderate (high incidence) educational disabilities. Participants will accomplish this goal by making connections among their knowledge of disabilities, special education policy and practices, assessments, education theory, and teaching methods. Students will learn how to develop, implement, and monitor individualized education programs, implement research-based effective intervention practices, and collaborate with others to meet the needs of special education students in inclusive and other educational settings. Successful students will have familiarity and competency with a variety of special education procedures and teaching approaches and specific practices. Appropriate for both elementary and secondary level education. Class sessions will routinely include time to practice skills being learned.

*David Scanlon*

### **EDUC6589 Teaching and Learning Strategies for Inclusive**

**Secondary Educators (Spring: 3)**

**Offered Annually**

Designed primarily for elementary and secondary education teacher candidates and practicing educators, this course helps them develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild/moderate disabilities in inclusive classrooms. Participants will learn to develop comprehensive instructional plans fully inclusive of students with educational disabilities, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to students and the curriculum, design individual, small, and large group instructions, and evaluate various service delivery options for educating students with special needs.

*The Department*

**EDUC6592 Foundations of Language and Literacy Development****(Spring: 3)****Offered Annually**

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.**Offered Annually**

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.**Offered Annually**

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*The Department***EDUC6628 Computer Applications for Educators (Spring: 3)****Offered Biennially**

**This is not a course in computer programming. Alternates every other Spring with EDUC1128. (EDUC6628 is for graduate students only).**

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Alec Peck***EDUC6674 Teaching Mathematical Problem Solving in Grades****4–12 (Spring: 3)****Offered Biennially**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert***EDUC6686 Augmentative Communication for Individuals with****Disabilities (Spring: 3)****Offered Annually**

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***Measurement, Evaluation, Statistics, and Assessment****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ERME1060 Classroom Assessment (Fall/Spring: 3)****Offered Annually**

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***Educational Leadership and Higher Education****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ELHE2295 Spirituality, Religion, and College Student Experience****(Spring: 3)****Offered Annually**

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)****Offered Annually**

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*

## ***EDUCATION***

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**ELHE4449 Human Resources Administration (Spring: 3)**

**Offered Biennially**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*The Department*

**ELHE5570 Capstone: Adulthood (Fall: 3)**

**Cross listed with UNCP5570**

**Offered Annually**

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

Most college students in their early 20s feel neither fully adult nor fully competent in the tasks, responsibilities and behaviors that are traditionally associated with grown-up life. In this class, students will take stock of their journey to adulthood so far and look ahead to what relationships, work, citizenship, and spirituality might look like in post-college life. Readings on the developmental psychology of young adulthood will be paired with popular media, exercises, and reflective writing to help students progress in their own “adulthood” as they prepare to negotiate the transition out of college.

*Karen Arnold*

## Carroll School of Management

Founded in 1938, Boston College's Carroll School of Management educates undergraduate students for careers in the various disciplines of management, as well as graduate students and practitioners who seek deeper insights into a complex global economy. The School has a dual mission: to carry out both top-level teaching and cutting-edge research. It sees this mission as a collaborative effort among faculty, staff, and students, in engagement with alumni and other management practitioners.

A Carroll School education is a lively blend of the liberal arts and the functional areas of management. Undergraduates are introduced to a broad slate of topics related to accounting, economics, finance, information systems, business law, marketing, and other disciplines. But they are also encouraged to branch out and delve into subjects ranging from history and literature to natural science and the fine arts. Academic rigor and close interaction with faculty go hand in hand with this multidisciplinary approach.

Situated within a Jesuit liberal arts university, the Carroll School helps its students cultivate the habits of intellectual discernment along with a commitment to service and the public good. There are numerous opportunities for students to apply their specialized knowledge to a vast array of human, social, and organizational challenges.

In keeping with its philosophy of undergraduate management education, the Carroll School aims to:

- Teach analytical reasoning, problem solving, and communication skills to create effective leaders.
- Inform students of the latest advances in accounting, finance, data analytics, marketing, operations, and many other fields.
- Help students carve out a specialization in one or more fields, making them ready for management practice and leadership upon graduation.
- Provide them with the tools and inspiration to seek out, develop, and experiment with innovative ideas drawn from a wide mix of sources.
- Create a variety of programs that allow students to gain hands-on experience and apply theory to practice. Specialized research and education centers provide many of these opportunities.
- Develop a multicultural and global outlook, attentive to the needs of diverse communities and a fast-changing world.
- Emphasize the ethical responsibilities of managers and business and assist students in the development of their capacity for moral reasoning.
- Inculcate the habits of lifelong learning and self-reflection.

Through the curriculum and other offerings, Carroll School students are taught to value both knowledge and wisdom, both hard skills and broader insights. They emerge from Boston College as capable professionals and thoughtful leaders ready to make a difference in their organizations and in their world.

### INFORMATION FOR FIRST YEAR STUDENTS

In most ways, the first year in the Carroll School of Management resembles the first year in the Morrissey College of Arts and Sciences. Carroll School of Management freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

All Carroll School freshmen will enroll in PRTO1000 Portico, a 3-credit course, offered in the fall semester, which combines an introduction to business with ethics and attention to globalization.

During freshman year, Carroll students should also complete the Writing Seminar, Literature requirement, one semester of Calculus (MATH1100 or higher) or beginning with the class of 2022, any course approved for Mathematics Core credit, and Business Statistics (OPER1135). These five courses, or their equivalent via Advanced Placement, along with ISYS1021 Digital Technologies: Strategy and Use, 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? 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; however, beginning with the class of 2022, the Carroll School will no longer have a language requirement. 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.

### MANAGEMENT CORE COURSES

Note: All courses are 3 credits

- PRTO1000 Portico (freshman, fall)
- OPER1135 Business Statistics (freshman)
- ECON1131 Principles of Economics I—Micro (freshman or sophomore)
- ECON1132 Principles of Economics II—Macro (freshman or sophomore)
- ISYS1021 Digital Technologies: Strategy and Use (freshman or sophomore)
- ACCT1021 Financial Accounting (sophomore or freshman, fall)
- ACCT1022 Managerial Accounting (sophomore) Beginning with the class of 2022, Managerial Accounting will no longer be required except for students concentrating in Accounting.
- OPER2235 Modeling and Business Analytics (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)
- 12 credits of MCAS Electives



With the exception of MGMT3099 Strategic Management, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

**Students pursuing a minor** in the Morrissey College of Arts and Sciences or the Lynch School of Education may elect to eliminate **one** of the Carroll School core management courses. Students who complete the pre-medical program requirements (without a major or minor in MCAS) are eligible for this incentive as well. **A student pursuing a major** in the Morrissey College of Arts and Sciences may elect to eliminate **two** of the Carroll School core management courses. Selection of the eliminated courses must be done with advising from the Associate Dean's office. No one may eliminate Portico, Financial Accounting, Statistics, Microeconomic or Macroeconomic Principles. Note: Students are not eligible to combine any of the incentives above (i.e., a student with two minors may not eliminate two courses.)

Prerequisites, which are listed in the individual course descriptions, must be followed.

\*All students must complete, either via AP or course work, one course in Calculus or, beginning with the class of 2022, Carroll students may take any course approved for Mathematics Core credit. A second Mathematics course must be taken at BC and be chosen from among a "bucket" that includes Modeling for Business Analytics, Calculus II, Multivariable Calculus, Linear Algebra, and Econometric Methods. All Carroll School of Management students must take at least one mathematics course at BC. Beginning with the class of 2022, a student's second Mathematics course must be OPER2235 Modeling for Business Analytics.

### SATISFACTORY ACADEMIC PROGRESS

All students must complete 120 credits for graduation.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.5 as the minimum standard of scholarship and must not fall more than 6 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 24 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 10 credits in summer study). A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

## MORRISSEY COLLEGE OF ARTS AND SCIENCES

### MAJORS

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the Morrissey College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students

interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the Morrissey College of Arts and Sciences as early in their studies as possible.

### Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

### INTERNATIONAL STUDY

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the Carroll School Undergraduate Assistant Dean, Erica Graf.

The Office of International Programs administers a growing number of programs for Boston College including course-based summer programs for those who desire a shorter abroad experience or cannot go during the regular academic year. Carroll School of Management students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. In order to receive permission to study abroad, students typically need a 3.0 grade point average.

### SPECIAL PROGRAMS

#### Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Amy DiGiovine, Assistant Director for Career Engagement, in the Career Center, and the University's prelaw advisor.

#### The Ethics Initiative

In addition to PRTO1000 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

#### Summer Management Catalyst Program

The Carroll School of Management Summer Management Catalyst Program is an intensive, full-time, 10-week program designed to develop a solid and broad foundation in the functional areas of management for non-management students.

Participants take three full courses and five micro courses that cover a wide range of business management topics, including management, accounting, finance, marketing, operations, ethics, business law and strategy.

Additional information and application can be found at: <https://www.bc.edu/bc-web/schools/carroll-school/sites/summer-management-catalyst-program.html>.

### **Program Benefits**

- Learn how organizations operate and develop management skills to contribute to complex, not-for-profit, business, and government entities.
- Complete the core management courses in one summer—ideal for students who find it difficult to fit management courses into their schedule.
- Qualify to take higher-level management courses upon completion of the summer program.
- Develop career strategies in building your personal brand through sessions on skills assessment, writing resumes and business letters, interviewing skills, effective networking, and employer panels.
- Stand out in the competitive job market for internships or full-time positions with enhanced credentials from the summer program.

## **CARROLL SCHOOL OF MANAGEMENT DEAN'S OFFICE COURSES**

### **PRTO1000 Portico (Fall: 3)**

**This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC. Portico fulfills the Carroll School ethics requirement.**

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive 3-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*

### **BCOM1116 Business and Professional Speaking (Fall/Spring: 3)**

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 presentation style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

*Stacy Schwartz*

### **BCOM3688 Communication for Consultants**

**The course is designed for juniors and seniors who are planning on consulting (or client facing) careers. Students must have demonstrated strong writing skills in English.**

This course explores the communication challenges and opportunities consultants encounter when they work with internal or external clients. Students learn practical business writing and presentation skills specifically related to engagement activities. There is a strong focus on assessing audience needs, analyzing case studies, and determining the

value of a communication with a client. Students produce a variety of communications including project proposals, statements of work, instructions, routine project correspondence, progress reports, formal reports, panel presentations and post-implementation reviews.

*Rita Owens*

### **BCOM6688 Business Writing and Communication (Fall/Spring: 3) Restricted to CSOM**

The course focuses on the type 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 materials, e-mails, social media, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, and visual materials.

*Rita Owens*

### **PRTO4901 Special Topics: The Ethics of Capitalism (Spring: 3)**

This course explores the philosophical basis and moral implications of contemporary commercial life. Along the way, we will consider the role of business in society, the relationship between capitalism and democracy, the ethics of consumption, among other issues where market values intersect public and private virtues.

*Michael Smith*

*Jeremy Evans*

### **UGMG1010 Perspectives on Management (Spring: 3)**

This course, taught by practitioners John Clavin (BC '84) and Jere Doyle (BC '87), provides BC students with an excellent opportunity to explore the functional disciplines of business from a real-world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course provides students the opportunity to get grounded in each of the CSOM concentrations while gaining outside views on careers in related fields and industries. The course will also provide a framework to explore and discuss cross-functional issues that impact business strategy and execution. This is a highly interactive class that places a premium on both preparation and participation each week. The course is initially open to CSOM sophomores but normally has availability for juniors and seniors across all undergraduate majors.

*John Clavin*

*Jeremiah Doyle*

### **UGMG2222 Sophomore Accelerator (Fall/Spring: 3)**

**Restricted to sophomores in the Carroll School of Management**

It is a 1 credit pass/fail course consisting of eight 75 minute sessions designed to ensure that you learn the following: How to identify your top skills/interests and how to explore career fields. How to write an effective resume/cover letter. How to introduce yourself to employers, and develop a strong "elevator pitch." How to network effectively and utilize the BC Network. How to interview to get the internship. You will be matched with a BC alumni to conduct an informational chat. You will learn about interviewing from employers/upperclassmen. You will then conduct a video mock interview with an Eagle Expert employer. You will learn how to use Social Media to your advantage including developing a strong LinkedIn profile. We will teach you how to convert internships into full time offers and also how to dress for success.

*Amy Donegan*

*Kristen Nervo*

**CO-CONCENTRATION IN BUSINESS ANALYTICS**

The Business Analytics co-concentration is designed to be a second concentration for Carroll School of Management students, who must choose a primary concentration such as Accounting, Finance, Information Systems, Management and Leadership, Marketing or Operations Management. Up to one class from the co-concentration course list can be counted towards another concentration.

Business Analytics draws upon a portfolio of methods and tools including statistics, forecasting, experimental design, data mining, and modeling to turn data into information and insights. The business analytics field includes descriptive, predictive, and prescriptive analytics. Descriptive analytics help organizations describe what has happened in their operating environment and includes gathering, organizing, tabulating, and communicating historical information: how many online subscribers do we have? Predictive analytics helps organizations understand what to do by uncovering relationships and associations in the available data and uses techniques such as probability and forecasting to reveal the likelihood of outcomes: the number of online subscribers increases when we have banner advertising on search sites. Prescriptive analytics is focused on understanding the causal effects that can be discerned from data sets and strives to predict what will happen, given a particular course of action: if we increase our banner advertising and provide one-click subscribing, how will the number of subscribers change?

The Business Analytics co-concentration builds upon the Carroll School of Management core. The co-concentration is designed to align with a variety of functional disciplines making Business Analytics an excellent complement to other concentrations.

**Objectives of the Undergraduate Co-concentration in Business Analytics**

The objectives of the undergraduate co-concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in business analytics
- are adept at data management and analysis
- understand and utilize quantitative techniques for historical analysis, predictive analysis, modeling, and simulation
- are capable of applying analytical skills and knowledge to address management problems across disciplines and industries

**Careers in Business Analytics**

Students with skills in business analytics are in high demand in private industry, government, academia, and not-for-profit organizations in both cutting-edge technology firms and in older, more traditional industries such as financial services, transportation, healthcare, consulting, and transportation. Demand for people with strong analytical skills and the capability to use and analyze big data to make effective decisions is very strong and growing. Salaries for majors in Business Analytics are strong and will likely remain very competitive with all other concentrations in management.

**Business Analytics Co-concentration Requirements**

The following two courses are required for the co-concentration:

- OPER6604 Management Science (spring)
- ISYS3340 Analytics and Business Intelligence (fall)

Also take one of the following:

- OPER3384 Predictive Analytics (spring)
- MKTG6620 Marketing Information Analytics (spring)

Also take two additional courses, excluding any courses taken from above list:

- OPER3304 Quality Management (spring)
- OPER3310 Sports Analytics (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6605 Risk Analysis and Simulation (fall)
- OPER6606 Forecasting Techniques (fall and spring)
- OPER6607 Machine Learning for Business Intelligence (spring)
- OPER6608 Pricing and Revenue Optimization (fall)
- ISYS2157 Programming for Management and Analytics (fall and spring) (or CSCI1101)
- ISYS3257 Database Systems and Applications (fall and spring)
- ISYS6621 Social Media for Management (fall and spring)
- ISYS6645 Data Visualization (fall/spring)
- MKTG2153 Marketing Research (fall and spring)
- MKTG3161 Customer Relationship Management (fall and spring)
- MKTG3258 Advanced Marketing Analysis (fall)
- MKTG6620 Marketing Information Analytics (spring)

**CO-CONCENTRATION IN ENTREPRENEURSHIP**

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups.

The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

**Required courses:**

The courses in the co-concentration include the following:  
Required:

MGMT2170 Entrepreneurial Management

Required: one of the following two finance courses:

MFIN2212 Venture Capital/Private Equity

MFIN2210 Entrepreneurial Finance

Students must also take two electives from the following list:

BSLW6604 Law for the Entrepreneur

ISYS3205 TechTrek West

ISYS3215 Technology and Economic Development

ISYS3253/MKTG3253 Digital Commerce

ISYS6640/MKTG6640 Analytics and Business Intelligence

ISYS6621/MKTG6621 Social Media and Web

MGMT2123 Negotiation

MGMT2139 Social Innovation and Entrepreneurship

MKTG3156 Digital Marketing

MKTG3158 Product Planning and Strategy

MKTG3170 Entrepreneurial Marketing in a Digital World

**MANAGING FOR SOCIAL IMPACT AND THE PUBLIC GOOD****Overview**

The Managing for Social Impact and the Public Good co-concentration is jointly sponsored by the Business Law and Society, Information Systems and Marketing departments. It is designed to



be a second concentration for Carroll School of Management undergraduate students, who must first choose a primary concentration such as Accounting, Finance, Information Systems, Management and Leadership, Marketing, or Operations Management.

Managing for Social Impact and the Public Good aims to provide Carroll School students with a well-defined, interdisciplinary co-concentration focused on analyzing the multifaceted impacts of today's global corporations, social enterprises, public sector, and nonprofit organizations.

In successfully completing this co-concentration, students will:

- Develop a theoretical and practical understanding of the extended social impacts of global corporations and why responsible enterprise values and the public good are relevant for all stakeholders
- Learn to apply research and critical thinking to understand the challenges, benefits and current practices in corporate social responsibility
- Explore the philosophical, ethical, legal, economic and ecological implications of the decisions made by corporate and public sector global leaders through case studies, readings, and class discussions
- Understand the challenges, available tools and innovative models for managing social impacts and balancing stakeholder value in a variety of corporate, nonprofit, and public sector organizations
- Develop and articulate a personal vision for integrating moral decision-making, social justice, citizenship and responsible management in their future professional lives.

### Course Requirements

This co-concentration requires four courses (representing at least 12 credits), two of which are required and two of which are electives. In accordance with the interdisciplinary nature of Managing for Social Impact and the Public Good, students in this co-concentration will select their two electives from a list of courses jointly approved by the Carroll School of Management and participating departments in the Morrissey College of Arts and Sciences. The MCAS elective courses taken for credit toward completing this co-concentration cannot be counted toward fulfilling other Boston College or MCAS course distribution requirements.

The following two Carroll School courses are required:

- ISYS/MGMT3345 Managing for Social Impact (fall/spring)
- BSLW6001 Leading for Social Impact (spring of senior year)

In addition, students must take two approved MCAS elective courses (for a total of at least 6 credits). The list below is representative, not exhaustive:

- ECON2273 Development Economics
- ECON2278 Environmental Economics
- ECON3317 Economics of Inequality
- ECON3358 Industrial Organization: Creation and Strategy
- EESC1174 Climate Change and Society
- EESC1187 Geoscience and Public Policy
- ENGL1011 Writing as Activism
- ENGL4008 Writing as Social Impact
- HIST2430 Business in American Life
- HIST4890 American Environmental History
- PHIL2216 Boston: An Urban Analysis
- PHIL5534 Environmental Ethics
- POLI2301 Policy and Politics in the U.S.
- POLI2415 Models of Politics
- SOCY1072 Inequality in America
- SOCY3348 Environmental Sociology
- SOCY5552 Social Entrepreneurship
- THEO4433 Faith, Service and Solidarity

- THEO5354 Modern Catholic Social Teaching
- THEO5563 Ethics, Religion and International Politics

### Declaring the Co-Concentration

Students interested in the co-concentration can declare it at the Undergraduate Dean's office after filling out an interest form in Fulton 460. Students must declare the co-concentration by October 15 of their junior year. After that date we cannot guarantee a spot in the required foundation course.

For questions about the Managing for Social Impact co-concentration, contact Professor Mary Cronin in the Information Systems Department at cronin@bc.edu.

### Accounting

#### Faculty

**Mark Bradshaw**, *Professor and Chairperson of the Department*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

**Jeffrey R. Cohen**, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**Amy Hutton**, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

**Sugata Roychowdhury**, *Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

**Mary Ellen Carter**, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

**Lian Fen Lee**, *Associate Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

**Alvis (Kin Y) Lo**, *Associate Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Vice Provost for Faculties and Associate Professor*; Ph.D., M.S., Northwestern University; B.S., University of Philippines

**Vishal Baloria**, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.

**Mengyao Cheng**, *Assistant Professor*; B.A., B.B.A., University of Michigan; Ph.D., Emory University

**Carlo Gallimberti**, *Assistant Professor*; B.S., M.S., Ph.D., Bocconi University

**Benjamin Yost**, *Assistant Professor*; B.A., M.A., University of Virginia; Ph.D., Massachusetts Institute of Technology

**Ewa Sletten**, *Assistant Professor*; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

**Elizabeth Bagnani**, *Associate Professor of the Practice*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

**Elizabeth Quinn**, *Senior Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

**Edward Taylor, Jr.**, *Senior Lecturer and Assistant Department Chairperson*; B.S., Boston College; M.S.T., Bentley College; C.P.A.



**Dianne Feldman**, *Lecturer*; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

### Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

### Undergraduate Program Description

The objective of the accounting 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 four concentrations housed in the Accounting Department: Accounting, Accounting for Finance and Consulting, Accounting and Information Systems, and Corporate Reporting and Analysis. Students will not be allowed to concentrate in more than one of these.

Starting fall 2018 the Accounting Department will be offering a new concentration—**Accounting for Finance and Consulting**. This concentration will take the place of the Corporate Reporting and Analysis concentration, which will end with the class of 2021. Students presently enrolled in this concentration have the option to continue with it or switch to Accounting for Finance and Consulting.

Also effective fall 2018, students outside of CSOM will be able to complete one of two minors in accounting. The requirements for a minor are based on a selection of the required and elective courses for the Accounting and Accounting for Finance and Consulting concentrations.

#### 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 3 credits from one of the following four courses only:**

- ACCT3309 Audit and Other Assurance Services\*
- ACCT3351 Financial Statement Analysis
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6618 Accounting Information Systems

\***Auditing** is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

Most states require from eight to eleven accounting classes (24 to 33 accounting credits) in order to be qualified as a Certified Public Accountant (CPA). Because the accounting concentration requires only seven accounting classes (21 credits), a student must take additional accounting classes. **The department offers a number of accounting electives that students can take to satisfy their CPA requirements. These electives are listed below.**

- ACCT3399 Directed Readings and Research
- ACCT4409 Advanced Auditing
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6615 Advanced Federal Taxation
- ACCT6616 Personal Wealth Planning
- ACCT6623 Fair Value Accounting and Measurement
- ACCT6634 Ethics and Professionalism in Accounting
- ACCT6635 Forensic Accounting
- ACCT6640 Dive, Dissect, and Decide with Big Business Data

#### Concentration in Accounting for Finance and Consulting

This concentration is designed for students who wish to enter careers on Wall Street or in consulting, providing the skills needed to understand and analyze accounting data—either financial accounting data used in external financial reports or managerial accounting data used for internal decision-making.

The concentration differs from the Accounting concentration in several important ways. First, emphasis in the required courses is on the *user* perspective, not the *preparer* perspective. This applied approach will give more hands-on experience with data for decision-making. Second, this concentration allows for significant flexibility in building an accounting curriculum. Students have the flexibility to choose electives that broaden their understanding of accounting topics in ways that will enhance their non-accounting career paths.

This concentration requires four courses (12 credits): one intermediate accounting course, one required elective in either managerial cost analysis or financial statement analysis, and two other electives from a set of approved electives in accounting, finance, operations, or economics.

##### Required 3 credit hours in:

- ACCT3321 Intermediate Accounting for Finance and Consulting\*
- \*Note: ACCT3301 FAST I will be accepted as a substitute for ACCT3321.

##### And at least 3 credit hours from one of the following:

- ACCT3307 Managerial Cost Analysis
- ACCT3351 Financial Statement Analysis

##### And at least 6 credit hours from two of the following:

- ACCT3307 Managerial Cost Analysis OR ACCT3351 Financial Statement Analysis
- ACCT4405 Federal Taxation
- ACCT6601 FAST III
- ACCT6618 Accounting Information Systems
- ACCT6623 Fair Value Accounting and Measurement
- ACCT6635 Forensic Accounting
- ACCT6640 Dive, Dissect, and Decide with Big Business Data
- ECON2228 Econometric Methods
- MFIN2235 Investment Banking or MFIN6616 Investment Banking
- OPER3384 Predictive Analytics
- OPER6606 Forecasting Techniques

\*ACCT3321 Intermediate Accounting for Finance and Consulting.

This intermediate financial accounting course builds on ACCT1021 to provide, in greater depth, a comprehensive understanding of financial accounting topics important to assessing firm performance. The course is designed to teach “users” of financial statements (rather than “preparers” of financial statements) how accounting information, shaped by regulation, has advantages and limitations in assessing the economics of the underlying business. The goal of the course is to provide a better understanding of financial reporting and accounting information as an

input to evaluating a firm. With hands-on use of cases and SEC filings, this course is beneficial for students seeking careers that require the use of financial statement information as an input to decision-making.

**Concentration in Accounting and Information Systems**

Employers continually emphasize the value of graduates who understand both business and the information system (IS) that supports it. While IS professionals develop competence in the design and implementation of business information systems, accountants have a broad understanding of the business process and controls, and how the systems are used to generate information for decision making. Having the two skill sets is invaluable.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six courses (five required and one Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional service firms, such as major accounting firms and IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective. This concentration is administered jointly by the Accounting Department and the Information Systems Department.

**Required 15 credit hours in:**

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT6618/ISYS6618 Accounting Information Systems
- ISYS2157 Programming for Management and Analytics (or CSCI1157)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

**And at least 3 credit hours from one of the following:**

- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost and Strategic Analysis
- ACCT3309 Audit and Other Assurance Services
- ACCT3351 Financial Statement Analysis
- ACCT6640 Dive, Dissect and Decide with Big Business Data

**Concentration in Corporate Reporting and Analysis**

This concentration will end with the Class of 2021. Students presently enrolled will have the option of completing the concentration, or switching to the new **Accounting for Finance and Consulting** concentration.

Students who wish to enter the field of finance and would like to develop a deeper and better understanding of the financial statements that underlie most financial decisions are encouraged to pursue the Corporate Reporting and Analysis concentration. Taken together with a Finance concentration, the Corporate Reporting and Analysis concentration provides the course work for finance majors to understand the assumptions and procedures behind the preparation of financial statements and the skill set to better understand and evaluate financial statements.

Unlike the traditional accounting concentrations, the Corporate Reporting and Analysis concentration focuses solely on financial accounting and provides a valuable complement to a finance concentration. Most students who concentrate in Corporate Reporting and Analysis end up working for investment and commercial banks, mutual funds, and consulting and private equity firms. This concentration requires five courses (15 credits): three courses in financial accounting, one elective in accounting and one elective in economics or statistics.

**Required 9 credit hours in:**

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3351 Financial Statement Analysis

**And at least 3 credit hours in one of the following:**

- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6623 Fair Value Accounting and Measurement

**And at least 3 credit hours in one of the following:**

- OPER3384 Predictive Analytics
- OPER6606 Forecasting Techniques
- ECON2228 Econometric Methods
- ECON2229 Economic and Business Forecasting

**Accounting for Finance and Consulting Minor**

This minor is for students who are interested in learning accounting to be better prepared for careers in finance or consulting.

**Required Courses:**

- ACCT1021 Intro to Financial Accounting
- ACCT3321 Intermediate Accounting for Finance and Consulting\*

**Choose a Track:**

*Consulting Track*

- ACCT1022 Managerial Accounting
- ACCT3307 Managerial Cost Analysis

*Finance Track*

- MFIN1021 Basic Finance
- ACCT3351 Financial Statement Analysis

**Two electives from the following list**

- ACCT3307 Managerial Cost Analysis
- ACCT3351 Financial Statement Analysis
- ACCT4405 Federal Taxation
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6623 Fair Value Accounting and Measurement
- ACCT6635 Forensics Accounting
- ACCT6640 Dive, Dissect and Decide with Big Business Data
- OPER3384 Predictive Analytics
- OPER6606 Forecasting Techniques
- ECON2228 Econometric Methods
- MFIN2235 Investment Banking
- MFIN6616 Investment Banking

\*ACCT3301 FAST I will be accepted as a substitute for ACCT3321.

**Accounting for CPAs Minor**

This minor is for students who are interested in working in public accounting. Please note: to meet the CPA requirements, students will need several courses beyond the minor.

**Required Courses:**

- ACCT1021 Intro to Financial Accounting
- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost Analysis
- ACCT3309 Auditing and Other Assurance Services
- ACCT4405 Federal Taxation

**Information for Study Abroad**

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department will recognize certain Core and elective courses for transfer to BC (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators should meet with the department assistant chair, chair, or secretary to plan their study abroad programs and to obtain definitive course approvals.

### C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants (CPAs) check the board of accountancy of the state in which they plan to practice for its specific educational requirements ([www.nasba.org](http://www.nasba.org)). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA licensure. In addition, a minimum number of accounting courses with specific topical coverage may be necessary. For more information please refer to the BC Guide to Meeting CPA Requirements available online or in the department office.

Because Boston College students typically graduate with only 120 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credit hours. Boston College offers a Master of Science in Accounting (M.S.) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. website: [www.bc.edu/msa](http://www.bc.edu/msa). Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Please contact the Accounting Department in Fulton 520 or via e-mail at [csom.accounting@bc.edu](mailto: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](http://www.bc.edu/courses).

#### ACCT1021 Financial Accounting (Fall/Spring: 3)

##### Offered Annually

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.

##### Offered Annually

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)

##### Offered Annually

Honors section of ACCT1021.

*Edward Taylor*

#### ACCT1032 Managerial Accounting—Honors (Spring: 3)

##### Offered Annually

Honors section of ACCT1022.

*Ewa Sletten*

#### ACCT3301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

*Prerequisite:* ACCT1021 or ACCT1031.

##### Offered Annually

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

*Betty Bagnani*

#### ACCT3302 Financial Accounting Standards and Theory II

(Fall/Spring: 3)

*Prerequisite:* ACCT3301.

##### Offered Annually

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.

*Dianne Feldman*

#### ACCT3307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

*Prerequisite:* ACCT1022 or ACCT1032.

##### Offered Annually

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.

*Jeff Cohen*

#### ACCT3309 Audit and Other Assurance Services (Fall/Spring: 3)

*Prerequisite:* ACCT3301.

##### Offered Annually

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.

*Elizabeth Quinn*

#### ACCT3321 Intermediate Accounting for Finance and Consulting (Fall/Spring: 3)

##### Offered Annually

This intermediate financial accounting course builds on ACCT1021 to provide, in greater depth, a comprehensive understanding of financial accounting topics important to assessing firm performance. The course is designed to teach users of financial statements (rather than preparers of financial statements) how accounting information, shaped by regulation, has advantages and limitations in assessing the economics of the underlying business. The goal of the course is to provide a better understanding of financial reporting and accounting information as an input to evaluating a firm. With hands-on use of cases and SEC filings, this course is beneficial for students seeking careers that require the use of financial statement information as an input to decision-making.

*Mary Ellen Carter*

**ACCT3351 Financial Statement Analysis (Fall/Spring: 3)***Prerequisites:* ACCT1021 or ACCT1031, and MFIN1021.**Offered Annually**

This course covers current techniques and applications of Financial Statement Analysis (FSA). 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.

*The Department***ACCT3399 Directed Readings (Fall/Spring/Summer: 3)***Prerequisite:* With permission of the Department.**Offered Annually**

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.

*Mark Bradshaw***ACCT4405 Federal Taxation (Fall/Spring: 3)***Prerequisite:* ACCT3301.**Offered Annually**

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.

*Mengyao Cheng**Edward Taylor***ACCT4409 Advanced Auditing (Spring: 3)***Prerequisite:* ACCT3309.**Offered Annually**

This course builds on the assurance services knowledge and skills that developed in the introductory audit class. The principal objectives are to develop a solid understanding of the audit process, associated professional standards, and the application of standards to actual auditing situations.

*Frederick Husk***ACCT6601 Financial Accounting Standards and Theory III (Fall/Spring/Summer: 3)***Prerequisite:* ACCT3302 (undergraduate) or ACCT8814 (graduate).**Offered Annually**

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**The Department***ACCT6615 Advanced Federal Taxation (Fall/Spring/Summer: 3)***Prerequisite:* ACCT4405 or ACCT8816.**Offered Annually**

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Edward Taylor***ACCT6618 Accounting Information Systems****(Fall/Spring/Summer: 3)***Prerequisites:* ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031.**Cross listed with ISYS6618****Offered Annually**

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*Frank Nemia***ACCT6623 Fair Value Accounting and Measurement (Spring: 3)****Offered Annually**

Fair Value is an important measurement basis in financial reporting, an area of interest and debate with current financial market events and changes in the global economy. This course will focus on the practical application of fair value measurement as an integrated feature of financial reporting, investments, risk management, valuation, and regulatory reforms.

*Roger Pearson***ACCT6634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)***Prerequisite:* ACCT3309 or ACCT8815.**Offered Annually**

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.

*The Department***ACCT6635 Forensic Accounting (Fall/Spring/Summer: 3)***Prerequisite:* ACCT3301 or ACCT3321 (undergraduate), or ACCT7701, ACCT7713, or ACCT8813 (graduate).**Offered Annually**

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.

*The Department***ACCT6640 Dive, Dissect and Decide with Big Business Data (Fall: 3)****Offered Annually**

The world of business is deluged by data and there is an increasing demand for individuals who are able to dive into, dissect, and drive decisions with it. This course uses data analytics and research in financial reporting and economics to understand fundamental business issues. You will be introduced to the framework of dealing with big data



in a business, and to understand problems and evaluate solutions using data and research findings. You will also acquire practical skills such as exposure to Structure Query Language (SQL) and data visualization tools and learn to analyze structured and unstructured data to drive decisions. We will apply the newly acquired data skills to understand these core business issues: How should compensation be set? Why is one company's governance structure different from another company's? How do we identify internal control weakness and minimize the risks associated with it? How can we prevent and detect frauds? For external parties such as investors, bankers, auditors, and regulators, how can they protect their interests? We will answer these questions and more using data to understand problems and evaluate solutions.

*Lian Fen Lee*

### Business Law and Society

#### Faculty

**Stephanie M. Greene**, *Professor; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College*

**Frank J. Parker, S.J.**, *Professor; B.S., College of the Holy Cross; J.D., Fordham University Law School*

**Christine N. O'Brien**, *Professor; B.A., J.D., Boston College*

**David P. Twomey**, *Professor; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst*

**Richard E. Powers**, *Senior Lecturer; B.A., M.A., J.D., Boston College*

**Thomas Wesner**, *Lecturer; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College*

#### Contacts

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, [kathleen.kyrtzoglou.1@bc.edu](mailto:kathleen.kyrtzoglou.1@bc.edu)

#### Undergraduate Program Description

The Department of Business Law and Society in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law and Society are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I—Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. Elective courses are offered in a variety of topics that may interest students interested in starting their own business, considering law school, or preparing for the Certified Public Accounting examination. A core course and other electives that relate to concentrations are offered at the graduate level.

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**BSLW1021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)**

**Offered Annually**

**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)**

**Offered Annually**

**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*

**BSLW1023 Catalyst: Introduction to Law and Legal Process (Summer: 3)**

**Offered Annually**

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*

**BSLW1031 Introduction to Law—Honors (Fall/Spring: 3)**

**Offered Annually**

This course is a more rigorous version of BSLW1021 designed for students in the Honors Program.

*Thomas Wesner*

**BSLW1102 Law and Ethics (Fall: 3)**

**Offered Annually**

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap, and the application of moral principles in the absence of legal requirements. While laws provide some guidance on the right course of action, individuals are not strictly constrained by legal principles. The emphasis throughout this course is on assisting students to develop the decision-making skills necessary for their future roles as responsible managers and leaders.

*Richard Powers*

**BSLW1125 Real Estate Fundamentals (Fall: 3)**

**Offered Annually**

This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and a capstone project of teams preparing a development plan for an actual site in the Boston areas.

This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments, the ways that development is a catalyst for neighborhood improvement and local economic growth, and trends in sustainable development.

*Edward Chazen*

**BSLW1145 Real Estate Development (Spring: 3)**

**Offered Annually**

This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and a capstone project of teams preparing a development plan for an actual site in the Boston areas.

This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments, the ways that development is a catalyst for neighborhood improvement and local economic growth, and trends in sustainable development.

*Edward Chazen*

**BSLW1147 Constitutional Law (Fall: 3)**

**Offered Annually**

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current issues in constitutional law.

*Angela Lowell*

**BSLW1148 International Law (Fall: 3)**

**Offered Annually**

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.

*Stephanie Greene*

**BSLW1150 Topics: Non Profit Management (Fall: 3)**

**Cross listed with SOCY3353**

**Offered Annually**

Students study a specific nonprofit and develop an analysis of important elements, strategies, and management techniques. Class discussion, simulations, and lectures provide an opportunity to understand important concepts at a number of levels. Finally, guest speakers offer an opportunity to have contact with nonprofit leaders who function in the real world. The culmination of this work is the production of a strategic plan for the nonprofit that the student has chosen. The plan and a presentation offer the opportunity to integrate course material, demonstrate creativity, and mesh a conceptual understanding with real-world issues and challenges.

*Sy Friedland*

**BSLW1152 Labor and Employment Law (Fall/Spring: 3)**

**Offered Annually**

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)**

**Offered Biennially**

The course examines the sources of property law, the legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

*Richard J. Monahan*

**BSLW1185 Topics: Law and Economics (Fall: 3)**

**Offered Annually**

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? Through this course, students will utilize an interdisciplinary approach to understanding important legal, business, and economic issues they will soon be called to address as leaders, policymakers, businesspersons, and citizens. Over the course of the semester, students will work to create politically and economically viable solutions to many of the most critical legal, economic, and policy issues facing our nation and world.

*Thomas Wesner*

**BSLW2001 Sustainability, Environmental Regulation and Liabilities (Spring: 3)**

**Offered Annually**

This course will introduce students to environmental regulations, environmental liabilities, and sustainability issues that affect businesses. First we will discuss environmental permits and regulations using the Clean Water Act and the hazardous waste laws as examples. Then we will discuss liabilities that businesses can incur for hazardous substances cleanups and toxics substances exposures. We will conclude the course by

discussing sustainability issues. After touching on world-wide issues such as climate change, we will focus on how businesses have and can reduce their environmental footprints in order to be more sustainable (and sometimes increase customer loyalty and save money at the same time). This course will emphasize the practical aspects of working in this area. It will be of particular benefit to students who may have an interest in working in the regulatory compliance offices now common in most large businesses. It will also be useful to any business student as some knowledge of environmental law and policy is needed by anyone planning to work in any industry subject to environmental regulations and liabilities. Students will do two practical written exercises and then a term paper in lieu of exams. The instructor was a long-time attorney with the U.S. Environmental Protection Agency who now is doing adjunct teaching, including previously teaching at the Boston College Law School and in the B.C. undergraduate environmental studies program.

*The Department*

### **BSLW2206 Real Estate and Urban Action (Fall: 3)**

**Cross listed with ECON2206**

**Offered Annually**

**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.**

Real Estate and Urban Action is a class in which students explore the interdisciplinary fields that are engaged in neighborhood revitalization. The course uses the transformation of the failed Columbia Point housing project (Dorchester, MA) into Harbor Point, a successful mixed income neighborhood, as a core teaching case study, highlighting how successful redevelopment addresses the social and economic needs of community residents. Classes include guest lectures from developers, public planning officials, and supportive services experts on the social, cultural, and political factors critical to transforming distressed neighborhoods into safe and economically viable neighborhoods. It is a practical course, in which students gain experience through field trips and interactions with real estate and supportive services professionals, culminating in a team neighborhood transformation proposal.

*Neil McCullagh*

### **BSLW2207 Urban Design for Complexity and Sustainability**

**(Fall/Spring: 3)**

**Offered Annually**

The course explores the changing demands on urban environments in the twenty-first century and the newest policies, technologies, and design approaches that are being developed to address them. Topics will include analyses of the factors that shape the physical form of cities, including zoning and regulatory contexts, real estate development patterns, transportation infrastructure, environmental challenges and aesthetics. The material will be introduced as case studies and surveys, with presentations by design professionals, city officials, and real estate developers. Students will gain literacy in zoning, real estate metrics, planning, and issues related to architectural design and large scale urban design. The semester will conclude with a final project synthesizing many of the topics covered.

*Matthew Littell*

### **BSLW2298 Independent Study (Fall: 3)**

**Offered Annually**

*The Department*

### **BSLW2299 Real Estate Field Projects (Spring: 3)**

**Offered Annually**

**Each team will work under the supervision of the Instructor, with weekly team meetings to review the work plan, progress toward identified goals and practicing several presentations that form an important part of the learning experience. There will be three field projects planned.**

This course is a complement to in-class learning and provides an experiential learning component to the real estate education at CSOM. The course consists of teams of 4–5 students each working on a field project for a real estate/developer investor, not-for-profit organization, or government agency. The field projects are real-world real estate projects that involve extensive data collection/analysis, interviews with a range of experts and others that can influence the conclusions and recommendations of the team, and presentations to management of the sponsoring organization. The field projects typically include development proposals for a property; re-development plans for an existing property; and real estate market research to assist an investor considering expansion into new geographic markets.

*Edward Chazen*

### **BSLW6001 Leading for Social Impact (Spring: 3)**

**Offered Annually**

This is a requirement for Managing for Social Impact majors.

*Rupal Patel*

### **BSLW6604 Law for the Entrepreneur (Fall/Spring: 3)**

**Offered Annually**

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.

*The Department*

### **BSLW6674 Sports Law (Spring: 3)**

**Offered Annually**

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

*Warren Zola*

## **Economics**

### ***Undergraduate Program Description***

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. Electives permit further study in

a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics. Students from the Carroll School of Management may choose Economics as an area of concentration. The Economics minor is not available to Carroll School of Management students. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- Principles of Economics (ECON1131–ECON1132)
- Microeconomic Theory (ECON2201 or ECON2203)
- Macroeconomic Theory (ECON2202 or ECON2204)
- Business Statistics (OPER1135 or OPER1145)
- And two electives, at least one of which must be an upper level course
- At least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Students with a serious interest in economics, however, are urged to complete the 11-course major in Economics within the Morrissey College of Arts and Sciences. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–ECON1132) and Business Statistics (OPER1135 or OPER1145).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, for businesses and consulting firms, and as administrators and managers in a wide range of fields.

## Finance

### Faculty

**Pierluigi Balduzzi**, *Professor*; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles

**Thomas J. Chemmanur**, *Professor*; B.S., Kerala University, India; Ph.D., New York University

**Clifford G. Holderness**, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edith Hotchkiss**, *Professor*; B.A., Dartmouth College; Ph.D., New York University

**Edward J. Kane**, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Professor*; *Mario J. Gabelli Endowed Chair*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Alicia H. Munnell**, *Professor*; *Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; A.B., M.A., Ph.D., University of Pennsylvania

**Jeffrey Pontiff**, *Professor*; *James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Ronnie Sadka**, *Professor*; *Chairperson of the Department*; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University

**Philip E. Strahan**, *Professor*; *John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

**Robert Taggart**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehranian**, *Professor*; *Griffith Family Millennium Chair in Finance*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**Rui Albuquerque**, *Associate Professor*; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

**Vyacheslav Fos**, *Associate Professor*; M.A., B.A., Ben-Gurion University; Ph.D., Columbia University

**Darren Kisgen**, *Associate Professor*; B.A., Washington University–St. Louis; Ph.D., University of Washington

**Nadya Malenko**, *Associate Professor*; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

**Jonathan Reuter**, *Associate Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

**Ian Appel**, *Assistant Professor*; Ph.D., University of Pennsylvania; M.A., Johns Hopkins University; B.S., Duke University

**Vincent Bogousslavsky**, *Assistant Professor*; Ph.D., Swiss Finance Institute, EPFL; M.Sc., B.Sc., University of Lausanne

**Rawley Heimer**, *Assistant Professor*; B.A., University of Rochester; Ph.D., Brandeis University

**Leonard Kostovetsky**, *Assistant Professor*; B.A., M.A., Ph.D., Princeton University

**Dmitriy Muravyev**, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

**Jordan Nickerson**, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

**David Solomon**, *Assistant Professor*; B.Com., University of Western Australia; Ph.D., University of Chicago

**Michael Barry**, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

**Richard McGowan, S.J.**, *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

**Drew Hession-Kunz**, *Senior Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

**Robert James**, *Senior Lecturer*; B.S., Northeastern University; M.S., Boston College

**Michael Rush**, *Senior Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School

**Elliott Smith**, *Senior Lecturer*; M.S., Boston College

### Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kasey Preskenis, 617-552-4647, kathryn.preskenis@bc.edu
- www.bc.edu/finance

### Undergraduate Program Description

Accessibility to preeminent finance faculty and cutting-edge academic research are key ingredients to providing undergraduate and graduate students with the tools and methods necessary to expand their understanding of finance. Rigorous training at all academic levels prepares students for the quantitative and analytical challenges in both the business and academic fields.



Concentrations and degrees for qualified students include:

- Undergraduate Concentration in Finance
- Master of Science in Finance
- Ph.D. Program in Finance

Our nationally recognized Finance Department, cited by *U.S. News & World Report* as among the top 15 in the country, hosts the Finance Department Seminar Series featuring top scholars from around the world addressing current research and trends in the field. These weekly seminars provide an engaging forum for students, faculty, and practitioners alike. In addition, informal brown bag lunches are hosted throughout the year by the Department.

Members of the Finance Department consistently facilitate meaningful interaction between students and professionals through an alumni advisement system which supplements faculty advisement in the areas of financial institutions, manufacturing firms, service firms, nonprofit organizations, and government agencies.

For more information about the undergraduate program description, visit [www.bc.edu/schools/csom/departments/finance.html](http://www.bc.edu/schools/csom/departments/finance.html).

### Concentration in Finance

#### *Finance Concentration Course Requirements*

*All required finance core courses and select elective (#1–#4) must be taken in CSOM only.*

#### Five Prescribed Courses

- MFIN1021 Basic Finance (prerequisite: ACCT1021)
- MFIN1127 Corporate Finance (prerequisite: MFIN1021)
- MFIN1151 Investments (prerequisite: MFIN1021)
- One Elective from the following list\* (*courses listed below must be taken in CSOM*)

MFIN2202 Derivatives and Risk Management  
MFIN2205 Corporate Financial Strategies  
MFIN2225 Financial Policy  
MFIN2230 International Finance  
MFIN2235 Investment Banking  
MFIN2250 Fixed Income Analysis  
MFIN2270 Data Analytics in Finance

- At least 1 Elective from any MFIN<sup>^</sup> course offered outside of the required courses or another from the set list above.

\* Not every course will be offered each semester. Additional courses may be added to set list in the future. Please pay careful attention to prerequisites which are listed in Course Information and Schedule.

<sup>^</sup> All MFIN66XX electives require senior status and permission from the Department. This requires that seniors visit with Prof. Elliott Smith in Fulton 330B to seek approval, giving consideration to the student's successful completion of the required prerequisites.

*See Course Information and Schedule for up-to-date course listings.*

*Beginning with the class of 2019, Financial Statement Analysis ACCT3351 will no longer count as a finance elective.*

Regardless of your concentration, we expect finance majors to have understanding in the following areas:

- major investment, financing and governance decisions (e.g., capital structure, merger and acquisitions, dividend, board of directors, etc.) of corporations;
- the risk and return trade-offs in investment and know how to evaluate basic financial products (e.g., stocks, bonds and derivatives);
- the role of financial institutions/intermediaries (e.g., investment and commercial banks, asset management companies) in the financial system;

- the role of financial markets in the economy and the need for efficient regulations.

For more information about the concentration in finance, visit [www.bc.edu/schools/csom/departments/finance/concentration.html](http://www.bc.edu/schools/csom/departments/finance/concentration.html).

### Minor in Finance

This minor is for students who are interested in learning more finance to be better prepared for careers in financial institutions, service firms, nonprofits, and government agencies.

#### *Required courses:*

- ACCT1021: Introduction to Financial Accounting
- MFIN1021: Basic Finance (sophomore or junior year)
- MFIN1127: Corporate Finance (prerequisite: MFIN1021) (junior or senior year)
- MFIN1151: Investments (prerequisite: MFIN1021) (junior or senior year)
- One Elective from the following list\* (*courses listed below must be taken in CSOM*)
  - MFIN2202 Derivatives and Risk Management
  - MFIN2205 Corporate Financial Strategies
  - MFIN2225 Financial Policy
  - MFIN2230 International Finance
  - MFIN2235 Investment Banking
  - MFIN2250 Fixed Income Analysis
  - MFIN2270 Data Analytics in Finance
- At least 1 Elective from any MFIN<sup>^</sup> course offered outside of the required courses or another from the set list above.

\* Not every course will be offered each semester. Additional courses may be added to set list in the future. Please pay careful attention to prerequisites which are listed in Course Information and Schedule.

<sup>^</sup> All MFIN66XX electives require senior status and permission from the Department. This requires that seniors visit with Prof. Elliott Smith in Fulton 330B to seek approval, giving consideration to the student's successful completion of the required prerequisites.

*See Course Information and Schedule for up-to-date course listings.*

*Beginning with the class of 2019, Financial Statement Analysis ACCT3351 will no longer count as a finance elective.*

### Information for Study Abroad

All students wishing to study abroad must first meet with an advisor in the Office of International Programs (OIP).

If accepted into the study abroad program and approved by the Undergraduate's Dean Office (Fulton 315), the student should then contact either the Department Chairperson, Ronnie Sadka (Fulton 560C), or Elliott Smith (Fulton 330B), by e-mail or in person, with all supporting documentation (course description, detailed syllabus, etc.) for elective course approvals.

*Any requested finance elective abroad must be equivalent to a finance elective taught at BC.*

The Finance Department requires that Financial Accounting (ACCT1021) and Basic Finance (MFIN1021) be taken at Boston College as prerequisites for any finance elective prior to going abroad. **All required finance concentration core courses must be taken in CSOM only.**

In the rare circumstance where course selection is only available upon arrival at the university, you must e-mail the course syllabus to either the Department Chairperson, Ronnie Sadka, 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 e-mail to you approving the course for credit.

All approvals should be obtained prior to going abroad.

No approvals will be granted after the course has been completed.

For more information about study abroad, visit [www.bc.edu/schools/csom/departments/finance/studyabroad.html](http://www.bc.edu/schools/csom/departments/finance/studyabroad.html).

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### MFIN1021 Basic Finance (Fall/Spring: 3)

Offered Annually

**Important Note:** ACCT1021 Financial Accounting may be taken before or at the same time as Basic Finance.

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*

#### MFIN1022 Fundamentals of Finance (Summer: 3)

Offered Annually

In this course, you will learn how to value things that cost money and provide value in return (stocks, bonds, projects, mortgage payments, etc.). It will be a useful introduction to finance thought. We will look at the interpretation of financial statements and the time value of money and how it applies to security valuation and capital budgeting. We will also examine the risk/return trade-off and the efficient markets hypothesis. We will also look at the cost of capital and capital structure, and working capital management, as well as touch on international finance.

*The Department*

#### MFIN1031 Basic Finance—Honors (Fall/Spring: 3)

*Prerequisites:* ACCT1021, CSOM Honors program.

Offered Annually

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.

Offered Annually

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.

Offered Annually

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*The Department*

#### MFIN2202 Derivatives and Risk Management (Fall/Spring: 3)

*Prerequisites:* MFIN1151 and MFIN1127.

Offered Annually

This course is an introduction to derivative assets such as futures, forwards, swaps, and options, financial engineering, risk management, and mortgage and credit derivatives. We will cover the pricing of these derivative assets as well as securities that contain embedded options. We will consider risk management strategies such as static and dynamic hedging. Applications will be considered from equity, commodity, bond, and mortgage-backed markets.

*Alan Marcus*

#### MFIN2205 Corporate Financial Strategies (Fall: 3)

*Prerequisite:* MFIN1127.

*Corequisite:* MFIN1151.

Offered Periodically

This course examines how corporate financial managers create value for stakeholders through a broad range of financial transactions. We will first take an in depth look at corporate valuation methodologies from both a theoretical and applied perspective. Then, using a combination of case studies, class presentations, and assigned readings, we will focus on applications of these methods in the context of various types of corporate restructurings. Specific applications will include capital structure and financing decisions, M&A and other asset restructuring decisions, and more complex financial transactions including buyouts and distressed restructurings.

*Edith Hotchkiss*

#### MFIN2207 Real Estate Finance (Fall/Spring: 3)

*Prerequisite:* MFIN1021.

Offered Periodically

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department*

#### MFIN2210 Entrepreneurial Finance (Spring: 3)

*Prerequisite:* MFIN1021.

Offered Annually

**This course includes 2 (two) mandatory Wednesday evening sessions held November 8 and 15 from 7 p.m. to 9:30 p.m. Please only sign up for this course if you have no conflicting classes, travel, or other events those evenings.**

The objective of this course is to introduce undergraduate students with a special focus on entrepreneurial finance, investment banking, and financial engineering. The first part of the course will cover such issues as venture capital, private equity, and IPOs with the second part of the course will cover different aspects of the investment banking industry, and the role of investment banks in various corporate transactions such as IPOs, Seasoned Equity Offerings, Stock Repurchases, Corporate Spin-offs, Equity Carve-outs, Leveraged Buyouts, and Mergers and Acquisitions.

*The Department*

**MFIN2212 Venture Capital and Private Equity (Fall/Spring: 3)**

*Prerequisite:* MFIN1021.

**Offered Annually**

This course will provide a thorough understanding of how venture capital and private equity firms operate. Topics include how VC/PE firms are structured and how they manage a fund over the course of its life cycle: raising a fund, sourcing deals, evaluating investment opportunities, valuing businesses, negotiating term sheets with entrepreneurs, adding value to portfolio companies, and exiting investments. While this course takes the perspective of the investor, it will also cover the funding life cycle of a typical start-up with an emphasis on what the roles of Venture Capital and Private Equity are relative to other sources of financing. Course material will be presented primarily through case studies and selected readings. Class participation is important as students will learn from each other as they discuss the real problems faced by private equity professionals. This course will be beneficial to anyone interested in investing in/buying a business someday.

*The Department*

**MFIN2225 Financial Policy (Fall/Spring: 3)**

*Prerequisite:* MFIN1127.

*Corequisite:* MFIN1151.

**Offered Annually**

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 sub-fields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department*

**MFIN2230 International Finance (Fall/Spring/Summer: 3)**

*Prerequisite:* MFIN1151.

**Offered Annually**

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics including the source and use of funds, capital management, and capital budgeting are discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government. The environments of trade are also studied.

*The Department*

**MFIN2235 Investment Banking (Fall: 3)**

*Prerequisite:* MFIN1127.

**Offered Annually**

This course is the study of investment banking beginning with strategic planning and financial management; moving to the analysis, financing and valuation of investment opportunities; and finishing with the study of corporate governance and ethical issues faced by investment bankers. This course examines the primary functions of investment banking such as syndication, mergers and acquisitions (M&A), leveraged buyouts (LBO) and corporate restructuring.

*Darren Kisgen*

**MFIN2250 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MFIN1151.

**Offered Periodically**

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MFIN2270 Data Analytics in Finance (Fall: 3)**

*Prerequisite:* MFIN1021.

**Offered Annually**

Corporations, investment banks, and asset management firms increasingly base their operational and investment decisions on the statistical analysis of "big data." In this course, you will be introduced to Python, a popular open-source modern programming language, and learn how to use it to extract data from online sources, estimate univariate and multivariate regressions on real-world financial data, and perform Monte Carlo simulations.

*The Department*

**MFIN2299 Individual Directed Study (Fall/Spring: 3)**

*Prerequisites:* MFIN1021, senior status, CSOM, and permission of faculty member and department chairperson.

**Offered Annually**

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)**

*Prerequisites:* MFIN1127 (undergraduate) and MFIN7704 or higher (graduate)

**Offered Annually**

**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. This course has one **mandatory evening** meeting from 4:30 p.m.–6:50 p.m. on Wednesday, November 14. This meeting is mandatory. If you have a conflict, please do not register for this course.

*The Department*

**MFIN6606 Forecasting Techniques (Fall: 3)**

*Prerequisites:* ECON1151 (undergraduate) or OPER7725 (statistics/graduate).

**Cross listed with OPER6606**

**Offered Annually**

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. This course is offered as an online hybrid course. In addition to the online lectures presented on the Canvas LMS, there are three required on-campus class meetings on Saturday morning September 15, Saturday morning October 6, and Saturday morning December 1. The midterm exam will also be held on campus on Monday evening October 15. Please see the course syllabus for additional details.

*The Department*

**MFIN6616 Investment Banking (Fall/Spring/Summer: 3)**

*Prerequisites:* MFIN1127 and MFIN8807.

**Offered Annually**

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department*

**MFIN6619 Finance Seminar on Economic Crises (Fall/Spring: 3)**

*Prerequisites:* MFIN1127 and MFIN8807 (grad).

**Offered Annually**

**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.

*The Department*

**MFIN6621 Equity Securities Analysis (Spring: 3)**

*Prerequisites:* MFIN1127 and MFIN1151 (undergraduate), MFIN8801 and MFIN8807 (graduate).

**Offered Annually**

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

The equities securities analysis and valuation course will teach a highly rigorous approach to equities securities analysis and valuation with a heavy emphasis on in-class discussion and case study analysis. Initially, the course will focus on financial theory that underpins equity security valuation and then move on to understand how industry structure and a company's competitive advantage influences an investor's decision making and valuation. Financial statement analysis, modeling, and different valuation techniques will be explored in detail. Where appropriate, guest lecturers will be brought in to share their specific expertise and perspectives as an investor. By the end of the course, the goal will be to have every student be able to analyze a company as a potential investment and understand its valuation.

*The Department*

**MFIN6622 Mergers and Acquisitions (Spring: 3)**

*Prerequisites:* MFIN1127 and permission of the department (undergraduate); MFIN8807 and permission of the department (graduate).

**Offered Annually**

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.

*The Department*

**MFIN6625 Private Equity (Summer: 3)**

*Prerequisites:* MFIN1127 (undergraduate) and MFIN8807 (graduate).

**Offered Annually**

This course is the study of Private Equity as an asset class and its various components. Private Equity involves the investment of capital into companies and assets that are not publicly traded on stock exchanges. The objective of the course is to provide a basic understanding of the Private Equity ecosystem: private equity companies, underlying investments in companies (or assets), and the investors that provide financing for deals. A primary focus of the class will be traditional buy-out investments: an area of the capital markets that is growing in both size and opportunity as well as increasing in interest from investors. In addition, the course will consider the similarities and differences between typical buyouts and other private equity styles.

*The Department*

**MFIN6640 Finance Seminar: Simulation and Optimization in Finance (Fall/Spring/Summer: 3)**

*Prerequisites:* MFIN1127 and MFIN1151 (undergraduate), MFIN8801 and MFIN8807 (graduate).

**Offered Annually**

This course studies the theory and practice of financial simulation and optimization using quantitative techniques that enable finance professionals to make optimal decisions under uncertainty. While theoretical material and background for these techniques will be introduced, the focus is on their applications and hands-on implementation utilizing software packages and programming platforms that are widely used in the financial industry. Topics include simulation of important probability distributions, random walks, linear and nonlinear optimization and backtesting. Lectures draw on examples such as asset allocation under different definitions of risk; portfolio risk management; modeling asset price dynamics; trading strategies; index tracking; derivative pricing, hedging, arbitrage; capital budgeting under uncertainty and real options.

*The Department*

**MFIN6665 Applied Fundamental Analysis (Fall/Spring: 3)**

*Prerequisites:* MFIN1151 (undergraduate), MFIN7704 or higher (graduate).

**Offered Annually**

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



## MANAGEMENT

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 Courses:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II

OR

##### Required Course:

- ACCT3307 Managerial Cost and Strategic Analysis

##### Plus one elective:

- ACCT3351 Financial Statement Analysis
- ACCT4405 Federal Taxation
- ACCT6618 Accounting Information Systems

#### *Information Systems*

##### Required Course:

- ISYS2157 Programming for Management and Analytics

##### Electives (choose one):

- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

#### *Finance*

##### Required Courses:

- MFIN1127 Corporate Finance
- MFIN1151 Investments

##### No Electives

#### *Marketing*

##### Required Course:

- MKTG2153 Marketing Research
- OR
- MKTG4256 Applied Marketing Management

##### Electives (choose one):

- MKTG2152 Consumer Behavior
- MKTG3153 Retailing
- MKTG3154 Communication and Promotion
- MKTG3156 Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World

- MKTG3174 Social Change Marketing
- MKTG3177 Crafting/Publishing Behavioral Science
- MKTG/ISYS3205 Tech Trek-West
- MKTG/ISYS3253 Digital Commerce
- MKTG3258 Advanced Market Analysis
- MKTG6610 Sports Marketing
- MKTG/ISYS6620 Marketing Information Analytics
- MKTG/ISYS6621 Social Media and Digital Business
- MKTG/ISYS6635 New Media Industries
- MKTG/ISYS6640 Analytics and Business Intelligence

#### *Management and Organization*

##### Required Course:

- MGMT2127 Leadership

##### Electives:

- Choose one additional MGMT course other than MGMT1021, MGMT1031, MGMT3099, MGMT3100, or MGMT2127

#### *Operations Management*

##### Required Course:

- OPER3375 Operations Strategy and Consulting

##### Electives:

- OPER2255 Managing Projects
- OPER3304 Quality Management
- OPER3310 Sports Analytics
- OPER3332 Supply Chain Management
- OPER3384 Predictive Analytics
- OPER6604 Management Science
- OPER6605 Risk Analysis and Simulation
- OPER6606 Forecasting Techniques
- OER6607 Machine Learning for Business Intelligence

### 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 and Chairperson of the Department*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**James Gips**, *Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.Sc., Ph.D., Stanford University

**Gerald Kane**, *Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

**John Gallagher**, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Sam Ransbotham**, *Associate Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

**Marios Kokkodis**, *Assistant Professor*; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University

**Zhuoxin (Allen) Li**, *Assistant Professor*; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin

**Burcu Bulgurcu**, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

**George Wyner**, *Associate Professor of the Practice*; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

**Shannon Provost**, *Assistant Visiting Professor*; B.A., Washington and Lee University; Ph.D., M.B.A., The University of Texas at Austin  
**Peter Sterpe**, *Assistant Professor of the Practice*; S.M, S.B., Massachusetts Institute of Technology  
**Leonard Evenchik**, *Assistant Professor of the Practice*; S.M, S.B., Massachusetts Institute of Technology  
**Xuan Ye**, *Assistant Professor*; B.M., Beijing University of Posts and Telecommunications; M.S., Georgia Institute of Technology; Ph.D., New York University

#### Contacts

- Department Secretary: Ben Horton, 617-552-2331, benjamin.horton.2@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, and 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 Programming for Management and Analytics (or CSCI1101, or ISYS2160)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- One additional ISYS course of level 1000 or above.

#### 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 their Associate Dean. Students should then meet with the Department Chairperson for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

#### *Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ISYS1021 Digital Technologies: Strategy and Use (Fall/Spring: 3)**  
**Offered Annually**

**This course is required for all CSOM students and should be taken in their first year at BC.**

Digital technologies 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*

### **ISYS2157 Programming for Management and Analytics**

**(Fall/Spring: 3)**

*Prerequisite:* ISYS1021.

**Offered Annually**

**This course is required for Information Systems concentrators.**

An introductory programming course based on Python 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 for business and analytics, and (3) creating a custom application program. Students who have taken CSCI1101 Computer Science I may not take this course.

*Peter Sterpe*

### **ISYS2255 Managing Projects (Spring: 3)**

**Cross listed with OPER2255**

**Offered Annually**

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

*The Department*

### **ISYS2267 Technology and Culture (Fall/Spring: 3)**

**Cross listed with CSCI2267, PHIL6670, and SOCY6670**

**Offered Annually**

**Satisfies Computer Science Requirement. Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.**

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

*William Griffith*

### **ISYS3205 TechTrek West—Undergrad (Spring: 3)**

*Prerequisite:* With permission of the Instructor.

**Cross listed with MKTG3205**

**Offered Annually**

**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 in 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 Gallagher*

### **ISYS3257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisite:* ISYS2157/CSCI1157 or CSCI1101.

**Cross listed with CSCI2257**

**Offered Annually**

**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: Managing Digital Innovation (Fall: 3)**

**Offered Annually**

The steady march of Moore's Law has accelerated the introduction of new products, processes, and business models enabled by digital technology. These digital innovations are transforming how we live and work, how companies compete, and the structure of entire industries. This course will provide students with the concepts and frameworks they will need to: (1) understand the nature of digital innovations and the factors affecting their emergence and diffusion, (2) identify and evaluate digital innovation opportunities (and threats), (3) manage the digital innovation process in organizations, and (4) evaluate the effects of digital innovation on business and society.

*Robert Fichman*

### **ISYS3345 Managing for Social Impact and the Public Good**

**(Fall/Spring: 3)**

**Offered Annually**

**Course topics include corporate impacts on sustainability and the environment, economic development and resource allocation, employees and customers, as well as the extended impact of supply chain vendors and partners, impact investing, and the use of technology and social media to manage corporate image and engage with various stakeholder communities. As part of a semester-long team project, students will work together to conduct in-depth research on the multiple social impacts of a selected global enterprise with a Boston-area presence.**

Managing for social impact in the twenty-first century is a multifaceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value

and wealth creation. Through a combination of research, reading, class discussion, group projects and case studies, students will examine and debate the boundaries of corporate social and ethical responsibility for public good. They will learn about the various frameworks and metrics that are in widespread use to measure global and local impacts of large enterprises, including impact investing, public benefit corporations, the Triple and Quadruple Bottom Lines and the Global Reporting Initiative.

*Robert Fichman*

**ISYS4258 Systems Analysis and Design (Fall/Spring: 3)**

*Prerequisites:* ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257. CSCI1101 may substitute for ISYS2157/CSCI1157.

**Offered Annually**

**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. Please note that Database Systems and Applications (ISYS3257/CSCI1157) must be completed prior to taking this course.

*George Wyner*

**ISYS4901 Readings and Research (Fall/Spring: 3)**

**Offered Annually**

Extensive reading under the direction of a faculty member.

*The Department*

**ISYS4911 Independent Study (Fall/Spring: 3)**

*Prerequisites:* With permission of the Department. Permission of department chairperson.

**Offered Annually**

**By arrangement.**

The student works under the direction of an individual professor.

*The Department*

**ISYS4921 Advanced Independent Research (Fall/Spring: 3)**

*Prerequisites:* With permission of the Department. Permission of the department chairperson.

**Offered Annually**

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**ISYS6618 Accounting Information Systems**

**(Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

**Cross listed with ACCT6618**

**Offered Annually**

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, MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

**Cross listed with MKTG6620**

**Offered Annually**

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Alexander Bleier*

**ISYS6621 Social Media, Emerging Technologies, and Digital**

**Business (Fall/Spring: 3)**

**Cross listed with MKTG6621**

**Offered Annually**

The past few years have witnessed the rapid rise of a number of new types of information technologies, such as social media, so-called “sharing economy” platforms, artificial intelligence, blockchain, internet of things, virtual and augmented reality, just to name a few. These new tools both present immense opportunities and pose considerable threats for businesses of all sizes and across industries. This course explores the impact that these tools are having on the competitive environment, as well as the characteristics that companies, leaders, and employees will need to possess in order to thrive in this new environment increasingly defined by digital tools. Additionally, this course both learns about and learns with these information technologies in novel ways.

*Gerald Kane*

**ISYS6635 New Media Industries (Spring: 3)**

**Cross listed with MKTG6635**

**Offered Annually**

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy*

**ISYS6640 Analytics and Business Intelligence (Fall/Spring: 3)**

**Cross listed with MKTG6640**

**Offered Annually**

**Students enrolled in the full-time MBA program may not enroll in this course.**

Modern systems generate massive volumes of data; organizations everywhere struggle to aggregate, analyze, and monetize this growing deluge. Business Analytics combines statistical and quantitative analysis with explanatory and predictive modeling. Managers now must explore patterns, predict future trends, and develop data-driven decisions. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing language, an overview of methods and tools, and a core understanding required to be an intelligent manager,



designer, and consumer of analytics models. Section numbers 1 and 2 of this course (when offered) will be delivered on-campus and section numbers 11 and 12 (when offered) will be delivered online. Please see <http://bit.ly/CSOM1> for details about online sections.

*Sam Ransbotham*

### ISYS6641 Special Topics: Cybersecurity Strategy and Management (Spring: 3)

Cross listed with ACCT6641

Offered Annually

The challenges and issues of cybersecurity are everywhere, and today, these are not just technical issues but critically important business issues for all levels of management. The goal of this course is to develop an understanding of cybersecurity principles, procedures, tools and technology from a managerial perspective. The first part of this course is a discussion of why cybersecurity is a difficult and pervasive problem. We then learn about the different types of threats and study the tools and techniques that society, organizations, and individuals have to mitigate them, with a focus on risk management and internal controls. We will also explore a number of new areas of work including cryptocurrency and the security requirements for the Internet of Things (IoT). An important part of the course will be team projects at the end of the term, where students apply the concepts and techniques we have studied to a real-world management problem or challenge.

*Samuel Ransbotham*

### ISYS6645 Data Visualization (Spring: 3)

Offered Annually

This course covers foundations of data visualization and best practices to help students effectively analyze data and present their insights clearly in a way that will engage their audience. The course provides discussions and presentations on topics such as visual perception, the various chart types and when to use them, the effective use of colors, typography, maps, and other visualization techniques for incorporating analytics and storytelling, and teaches through many examples of compare and contrast. The conceptual discussions will be integrated with hands-on experience using two popular visualization tools.

*Burcu Bulgurcu*

## Management and Organization

### Faculty

**Donald White**, *Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

**William R. Torbert**, *Professor Emeritus*; B.A., Ph.D., Yale University

**Jean Bartunek**, *Professor, Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

**Andrew Boynton**, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina—Chapel Hill

**Mary Ann Glynn**, *Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

**Judith Gordon**, *Professor and Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**Michael Pratt**, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

**Judith Clair**, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

**Metin Sengul**, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Mary Tripsas**, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

**Tieying Yu**, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

**Curtis Chan**, *Assistant Professor*; A.B., A.M., Ph.D., Harvard University

**Lyndon Garrett**, *Assistant Professor*; B.S., Brigham Young University; Ph.D., University of Michigan

**Suntae Kim**, *Assistant Professor*; B.B.A., Seoul National University; M.S., Ph.D., University of Michigan

**Beth Schinoff**, *Assistant Professor*; B.S., Northwestern University; M.B.A., University of Illinois at Chicago; Ph.D., Arizona State University

**Richard Spinello**, *Associate Professor; Assistant Chairperson; Director, Carroll School Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**Juan Montes**, *Assistant Professor of the Practice*; J.D., Universidad de Chile; Ph.D., University of Navarra

**Jack Welch**, *Assistant Professor of the Practice*; B.S., Cornell University; M.B.A., University of Chicago; M. Engineering, Cornell University

### Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, [judith.gordon@bc.edu](mailto:judith.gordon@bc.edu)
- [www.bc.edu/bc-web/schools/carroll-school/academic-departments/management-organization.html](http://www.bc.edu/bc-web/schools/carroll-school/academic-departments/management-organization.html)

### Undergraduate Program Description

How can managers best develop and utilize the human capital in an organization and inspire their employees to thrive? Why do individuals and groups behave the way they do in organizations? What strategies should organizations pursue to grow and be productive? Our Management and Organization Department focuses on how to manage an organization's human resources and effectively develop and implement strategies for all types of organizations.

Through our programs, students develop the critical competencies for organizational success: leadership, communication, design, organizational development, and more.

### Concentration in Management and Leadership

The Management and Leadership concentration will help develop and enhance your ability to lead and manage people and organizations. These skills are highly desired by virtually all potential employers, making the Management and Leadership concentration beneficial to all Carroll School undergraduates.

Upon completing the concentration, students will (1) demonstrate an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate skills of effective leadership.

In addition to taking MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors, the concentration requires MGMT2127 Leadership and three electives. Two electives in particular are highly recommended for this concentration: MGMT2123 Negotiation and MGMT2137 Managing Diversity.

**Required of all concentrators:**

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

**Three electives chosen from the following:**

- MGMT2110 Human Resources Management
- MGMT2111 Ethical Leadership Skills
- MGMT2119 Communication and Personal Branding
- MGMT2123 Negotiation
- MGMT2132 Managing Change
- MGMT2133 Leading High Performance Teams
- MGMT2137 Managing Diversity
- MGMT2139 Social Innovation and Entrepreneurship
- MGMT2140 International Management
- MGMT2165 Managing in Adversity
- MGMT2170 Entrepreneurial Management
- MGMT2173 Consulting Practice
- MGMT2260 Leadership and Corporate Accountability
- MGMT2265 Globalization, Culture, and Ethics
- MGMT2270 Ethics, Public Policy and the “Sin Industries”
- MGMT4901 Independent Study (by permission of instructor)
- MGMT5530 Capstone: Gender and Leadership
- MGMT5548/UNAS5548: Capstone: Leadership and Mindfulness

**Minor in Management and Leadership for Non-Carroll School of Management Students**

A minor in Management and Leadership is offered to students in the Morrissey College of Arts and Sciences, Lynch School of Education, and Connell School of Nursing who are interested in pursuing management careers. This minor focuses on the behavioral side of management by offering courses designed to increase students’ knowledge of leadership and management and build skills in these areas. Students must complete six courses offered by the Management and Organization Department. The Management and Leadership minor will help students develop and enhance their ability to lead and manage people and organizations. More specifically, students will (1) develop an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate effective leadership and management skills. The minor is completed by taking two required courses and four MGMT electives.

**Required courses:**

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

**Four additional electives (any MGMT course including MGMT3099 Strategic Management)**

The Management and Leadership minor prepares students for managerial roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition,

the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

For more information, please consult Professor Richard Spinello, in Fulton 430E or e-mail him at spinello@bc.edu to set up an appointment.

**Entrepreneurship Co-concentration**

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups. The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

**Required Courses**

The courses in the co-concentration include the following:

**Required:**

- MGMT2170 Entrepreneurial Management

**Required: one of the following two finance courses:**

- MFIN2210 Entrepreneurial Finance
- MFIN2212 Venture Capital/Private Equity

**Students must also take two electives from the following list:**

- BSLW6604 Law for the Entrepreneur
- ISYS3205 TechTrek West
- ISYS3253/MKTG3253 Digital Commerce
- ISYS6621/MKTG6621 Social Media and Web
- ISYS6640/MKTG6640 Analytics and Business Intelligence
- MGMT2123 Negotiation
- MGMT2139 Social Innovation and Entrepreneurship
- MKTG3156 Launching Digital Marketing
- MKTG3158 Product Planning and Strategy
- MKTG3170 Entrepreneurial Marketing

For more information please visit: /schools/csom/research/sheacenter.html.

**Information for Study Abroad**

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MGMT1021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Management and Organization Department, who will need a detailed copy of the course syllabus, assignments, and readings.

**Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**MGMT1021 Organizational Behavior (Fall/Spring: 3)**

**Offered Annually**

**Class restriction is only applicable to current Boston College students and does not apply to non-BC (transfer or exchange) students.**

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)  
Offered Annually**

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.

**Offered Annually**

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.

*Richard Nielsen*

**MGMT2111 Ethical Leadership Skills (Spring: 3)**

*Prerequisite:* MGMT1021, MGMT1031, or permission of instructor.

**Offered Annually**

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)**

**Offered Annually**

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.

**Offered Annually**

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:* With permission of the Instructor.

**Offered Annually**

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.

*Michael Pratt*

**MGMT2132 Managing Change (Fall: 3)**

**Offered Annually**

*Steven Leduc*

**MGMT2133 Leading High Performance Teams (Spring: 3)**

**Offered Annually**

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**

**Offered Annually**

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/Spring: 3)**  
**Offered Annually**  
**Open to students from all majors.**

Are you moved by a particular social injustice? It could be homelessness on the streets of Boston. It could be famine in Africa. It could be wage inequality across our country. It could be one of hundreds of issues, but one that is meaningful to you. Social Impact and Entrepreneurship explores the innovative ways government agencies, nonprofit groups and for-profit organizations are addressing societal challenges. This course will focus on understanding the building blocks of a social venture—starting with the mission and working through the operational plan, the financials and the evaluation criteria. Students, either individually or in small groups, will create a business plan for an enterprise, grounded in her/his passion for change in a given area. Multiple case studies will be used to illustrate various topics.

*Laura Foote*

**MGMT2140 Special Topics: International Management (Fall: 3)**  
**Offered Periodically**

The world has changed in fundamental ways over the last several decades, resulting in a more integrated, complex, and global economy. This has created new opportunities as well as new risks. How managers respond to changes in the global business environment have important implications to the firm's competitive position and overall survival. Historically it was primarily large firms that operated internationally; however, nowadays firms of all sizes are internationalizing. Thus, no matter what firm you work for or business you start after graduation, you will benefit from a strong understanding of the global business environment. We will explore a broad range of topics important to the success of businesses outside the firm's "home country," including cultural, social, political, and legal differences, international trade and investment policies, and international organizations. We will also look at issues surrounding international market entry options and competitive strategies. Finally, we will close with a review of the ways that business functions need to be adapted when operating across international markets. The course material will be presented via in-class learning, case discussion, and project work.

*Jim Maritan*

**MGMT2165 Special Topics: Managing in Adversity (Spring: 3)**  
**Offered Annually**

Virtually every corporation will hit the wall at sometime. "Adversity" is more than missing a quarterly goal; it is a situation where the very viability of the company is at stake. It is almost synonymous with "Crisis." Perhaps the patents that underlie to firm are declared invalid; there may be fraud, natural disaster, or violent disagreement between the founders. This course examines how to overcome adversity when often there is little time, few options, and the need for quick decisions.

*The Department*

**MGMT2170 Entrepreneurial Management (Spring: 3)**  
**Offered Annually**

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*

**MGMT2173 Consulting Practice (Spring: 3)**  
**Offered Annually**

Consulting Practice combines real-world, real-time experience as a management consultant with a classroom component focusing on the methodology and tools used by professional consultants to deliver and manage change projects and drive next-level business performance improvement. The class addresses consultative skills, project management, client management, teamwork, and presentation skills—all in the context of a real-world consulting experience. The project brings students together in teams to work on the challenges and opportunities confronted by leading non-profit organizations. The program advances the paradigm: Management in Service. The program seeks to improve each student's analytical skills, business vocabulary, and applied management knowledge. Each CSOM CC Project Team (1) analyzes a major client challenge or problem, (2) recommends, plans, and implements change, and (3) delivers practical and actionable solutions meeting their client's needs.

*Scott McDermott*

**MGMT2260 Leadership and Corporate Accountability (Spring: 3)**  
**Offered Annually**

This course is designed to provide an overview of the economic, legal, and ethical responsibilities of companies and their leaders. Through a series of case studies, it will demonstrate the acute challenges of ensuring that a company's conduct conforms to those responsibilities. A major portion of the course will review the principal obligations of corporations to five primary stakeholder groups: investors and shareholders, customers, employees, suppliers, and the general public. Insider trading, fiduciary duties, disclosure of health risks, fairness in pricing, power asymmetries, affirmative action, international labor rights, market failures, privacy rights, environmental sustainability, and corporate citizenship represent some of the issues to be discussed in this segment of the course. A secondary theme is corporate governance. Several cases will explore the proper role of management, the Board of Directors, financial intermediaries, and external regulators.

*Richard Spinello*

**MGMT2265 Globalization, Culture, and Ethics (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**  
**Offered Annually**

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, Public Policy and Controversial Industries**

(Spring: 3)

Cross listed with MHON2270

Offered Annually

Offered Periodically

When business people are formulating and implementing potential “strategies” for their organizations, they need to deal with two environments, namely the internal and the external. In viewing their internal environment, managers need to evaluate the markets and economic structure of the markets in which their businesses compete. How business people deal with this is the subject matter for what has traditionally been called by economists, Industrial Policy. There is also an external environment, i.e., those political and social forces that play in formulating the strategy of the firm. These political and social forces shape a firm’s relationships with its various stakeholders that include all those individuals and institutions which have a vested interest in the performance of the firm both financially and socially. Usually, the stakeholders include the local community, regional community, Government (at all levels and branches) unions, stockholders, employees, etc. The purpose of this course is to examine how business (internal environment) and public policy (external environment) processes interact. The first part of the course will examine the “economics” of “Sin” industries such as Cigarettes, Alcohol, Gambling, Marijuana, Soft Drinks, and Uber. We will analyze how these firms in these industries compete as well the structure of these industries and, finally, how public policy makers view these industries and regulate them.

*Richard McGowan, S.J.***MGMT3099 Strategic Management (Fall/Spring: 3)***Prerequisites:* Successful completion of the CSOM core requirements.

Offered Annually

**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)***Prerequisites:* MGMT3100 substitutes for MGMT3099 in the CSOM Core requirements; hence, it has the same prerequisites as MGMT3099.

Offered Annually

**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:* With permission of the Instructor.

Offered Annually

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

*The Department***MGMT5548 Capstone: Leadership and Mindfulness (Spring: 3)**

Cross listed with UNCP5548

Offered Annually

**Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.**

No matter what your major, you will participate in groups and organizations that will consistently ask or expect you to lead. The best leader is authentic, has integrity, is self- and other-aware, and acts with this awareness firmly in mind. Good leaders, that is, act mindfully with respect for the people and world around them. This course explores your development as a mindful focusing inward and outward, reflecting on where you have come from and where you are going, what type of world you want to live in, your relationships with others, and how you can be an effective leader.

*Sandra Waddock***Marketing****Faculty****Katherine N. Lemon**, *Professor and Accenture Professorship*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley**Kathleen Seiders**, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M**S. Adam Brasel**, *Associate Professor and Chairperson of the Department*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University**Henrik Hagtvedt**, *Associate Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia**Gergana Y. Nenkov**, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh**Linda C. Salisbury**, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan**Gerald E. Smith**, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University**Min Zhao**, *Associate Professor*; B.A., M.A., Beijing Foreign Studies University, China; Ph.D., University of North Carolina at Chapel Hill**Audrey Azoulay**, *Assistant Professor of the Practice*; B.A., M.A., Sorbonne; Ph.D., HEC Paris**Sokiente W. Dagogo-Jack**, *Assistant Professor*; A.B., Harvard, M.S., Ph.D., University of Washington**Hristina Nikolova**, *Coughlin Sesquicentennial Assistant Professor*; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh**Nailya Ordabayeva**, *Assistant Professor*; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France**Bradford T. Hudson**, *Associate Professor of the Practice*; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University**Jon Kerbs**, *Senior Lecturer*; B.S., West Point; M.B.A., Indiana University

**John Fisher**, *Senior Lecturer*; B.A. Marietta College; M.B.A. Boston College

**Contacts**

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- Department Fax Number: 617-552-6677
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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 (MKTG1021/1031 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MKTG2153 Marketing Research
- MKTG4256 Applied Marketing Management

Marketing Research should be taken in the junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MKTG2152 Consumer Behavior
- MKTG3114 Strategic Pricing Management
- MKTG3153 Retailing
- MKTG3154 Integrated Marketing Communications
- MKTG3156 Launching Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3175 Marketing Practicum
- MKTG3205 Tech Trek-West (cross listed with ISYS3205)
- MKTG3253 Digital Commerce (cross listed with ISYS3253)
- MKTG3652 Luxury Marketing
- MKTG6157 Prof. Selling and Sales Management
- MKTG6610 Sports Marketing
- MKTG6620 Marketing Information Analytics (cross listed with ISYS6620)
- MKTG6621 Social Media and Digital Business (cross listed with ISYS6621)
- MKTG6635 New Media Industries (cross listed with ISYS6635)
- MKTG6640 Analytics and Business Intelligence

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MKTG4911 (Independent 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. Independent Study enables a student to focus on a topic of his/her own choice working with a marketing professor.

**Minor in Marketing**

This minor is for non-Carroll School students who are interested in developing quantitative and qualitative marketing knowledge and skills to be better prepared for careers in marketing and advertising.

*Required courses:*

- ACCT1021: Introduction to Financial Accounting
- MKTG1021: Marketing Principles
- MKTG2153: Marketing Research
- MKTG4256: Applied Marketing Management

*2 electives:*

Choose two MKTG electives from course list available at www.bc.edu/marketing.

**Information for Study Abroad**

Prior to going abroad, Marketing concentrators must have taken the Core marketing course (MKTG1021). Only one course from the international university can be considered for concentration credit. Only concentration electives can be taken abroad.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs. If accepted into the study abroad program and approved by the Undergraduate Dean’s Office, the student should then see the Marketing Study Abroad

Coordinator for course approvals before going abroad. When students wish to have a course considered they should e-mail or bring a copy of the syllabus and course description for approval.

**All approvals must be obtained prior to going abroad. No approvals will be granted after the course has been completed.**

### **Boston College Marketing Academy**

The Marketing Academy is one of Boston College's most active organizations. It is open to all students at Boston College.

It is the Academy's goal to educate students about career opportunities, assist students in training for a future professional career, and establish professional contacts in business.

[www.bc.edu/marketingacademy](http://www.bc.edu/marketingacademy)

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **MKTG1021 Marketing Principles (Fall/Spring: 3)**

**Offered Annually**

**This course is a prerequisite for all other marketing courses.**

Marketing is dynamic, changing, creative, and 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 start-up, designing new services, online/social media, or retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: Target Marketing Skills—segmenting and targeting within markets, Strategic Marketing Skills—positioning vis-à-vis competitors, and Marketing Management Skills—managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

*The Department*

#### **MKTG1031 Marketing Principles—Honors (Fall: 3)**

**Offered Annually**

Marketing is dynamic, changing, creative, and 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 Skills—segmenting and targeting within markets, Strategic Marketing Skills—positioning vis-à-vis competitors, and Marketing Management Skills—managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

*Bradford Hudson*

#### **MKTG2152 Consumer Behavior (Fall: 3)**

*Prerequisite:* MKTG1021 or MKTG1031.

**Offered Annually**

This course integrates marketing theory with insights from other fields of study, including social psychology, cognitive psychology, evolutionary psychology, and behavioral neuroscience. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

*Henrik Hagtvedt*

#### **MKTG2153 Marketing Research (Fall/Spring: 3)**

*Prerequisites:* MKTG1021 or MKTG1031 and OPER1135 or equivalent.  
**Offered Annually**

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 knowledgeable the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*Nailya Ordabayeva*

#### **MKTG3148 Services Marketing (Fall/Spring: 3)**

*Prerequisite:* MKTG1021 or MKTG1031.

**Offered Annually**

The service sector of the economy is twice as large as the manufacturing sector. Nearly all new job growth in this country will be in services marketing. Service organizations differ from manufacturing businesses in many important respects and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include entertainment, hospitality, travel, retail, telecom, car rental, health care, and financial and professional services. Service providers include hotel, airline, theme park, car rental and retail personnel, customer service representatives, bankers, doctors, accountants, and lawyers.

*Xanthe Samaras*

#### **MKTG3154 Integrated Marketing Communications**

**(Fall/Spring: 3)**

*Prerequisite:* MKTG1021 or MKTG1031.

**Offered Annually**

This course concerns the communication function in marketing. It is designed to introduce students to integrated marketing communications (IMC). It aims at relating the elements of the marketing mix (4P's) to the various aspects of the communications that take place between the firm and its customers. The course builds on a base of strategic marketing planning and consumer behavior and then proceeds to examine the role of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

*Jean Mojo*

#### **MKTG3156 Special Topics: Launching Digital Marketing**

**(Fall/Spring: 3)**

*Prerequisite:* MKTG1021 or MKTG1031.

**Offered Annually**

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a dynamic digital environment. In this course you'll learn how the best companies leverage new tools and integrated strategies including lean start-up and MVP, inbound and outbound marketing, omnichannel earned/owned/paid media, crowdsourcing, social media, mobile and demand generation via automated platforms to build new products, delight their customers, and launch successful new companies and brands.

*Therese Byrne*

**MKTG3157 Professional Selling and Sales Management (Fall: 3)***Prerequisite:* MKTG1021 or MKTG1031.**Offered Annually**

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.

*John Westman***MKTG3158 Product Planning and Strategy (Fall: 3)***Prerequisite:* MKTG1021 or MKTG1031.**Offered Annually**

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

*Robert Ristagno***MKTG3165 Strategic Brand Management (Spring: 3)***Prerequisite:* MKTG1021 or MKTG1031.**Offered Annually**

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*John Fisher***MKTG3170 Entrepreneurial Marketing in a Digital World (Fall: 3)***Prerequisites:* MKTG1021 or MKTG1031, and MFIN1021, and ACCT1021, and ACCT1022.**Offered Annually**

Charting a Go-to-Market strategy is core to the launch of any new business. This course introduces students to a sequence of processes needed to move from the idea for a new business through the launch of that business. Students will work in teams on a real-world problem and formulate potential ideas, analyze the market and competition, research and evaluate potential customer segments, define a compelling value proposition, design a go-to-market model, and create a pitch to potential investors with their go-to-market strategies.

*Bridget Akinc***MKTG3175 Special Topics: Marketing Practicum (Fall/Spring: 2)***Prerequisite:* MKTG1021 or MKTG1031.**Offered Annually**

**Permission of instructor required prior to registration. Class is limited to 19 students.**

This course is designed for students who have already secured an internship in marketing. Students will synthesize, integrate, and apply practical skills, knowledge and training acquired through their internship. They will gain experience in a professional marketing environment by observing and interfacing with professionals in the field. Students will work under the supervision of their professor and their intern supervisor. The final deliverable for course credit will be an evaluated presentation. This course does not count as a marketing elective in the marketing concentration.

*Audrey Azoulay-Sadka***MKTG3176 Special Topics: Marketing Planning (Fall/Spring: 3)***Prerequisites:* MKTG1021 or MKTG1031, and MKTG2153.**Offered Annually**

**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***MKTG3205 TechTrek West—Undergrad (Spring: 3)***Prerequisite:* With permission of the Instructor.**Cross listed with ISYS3205****Offered Annually**

**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 Gallagher***MKTG4256 Applied Marketing Management (Fall/Spring: 3)***Prerequisites:* MKTG1021 or MKTG1031, and MKTG2153.**Offered Annually**

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

*Bradford Hudson*



### MKTG4911 Independent Study (Fall/Spring: 3)

#### Offered Annually

Investigation of a topic under the direction of a faculty member.

*The Department*

### MKTG4921 Advanced Independent Research (Fall/Spring: 3)

#### Offered Annually

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

### MKTG6157 Professional Selling and Sales Management (Fall: 3)

*Prerequisites:* MKTG1021 or MKTG1031.

#### Offered Annually

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*

### MKTG6610 Special Topics: Sports Marketing (Fall: 3)

*Prerequisite:* MKTG1021, MKTG1031, MKTG7700 or MKTG7720.

#### Offered Annually

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

*Mark Lev*

### MKTG6620 Marketing Information Analytics (Spring: 3)

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001.

**Cross listed with ISYS6620**

#### Offered Annually

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention, and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist, or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Alexander Bleier*

### MKTG6621 Social Media, Emerging Technologies, and Digital Business (Fall/Spring: 3)

**Cross listed with ISYS6621**

#### Offered Annually

The past few years have witnessed the rapid rise of a number of new types of information technologies, such as social media, so-called “sharing economy” platforms, artificial intelligence, blockchain, internet of things, and virtual and augmented reality, just to name a few. These new tools both present immense opportunities and pose considerable threats for businesses of all sizes and across industries. This course explores the impact that these tools are having on the competitive environment, as well as the characteristics that companies, leaders, and employees will need to possess in order to thrive in this new environment increasingly defined by digital tools. Additionally, this course both learns about and learns with these information technologies in novel ways.

*Gerald Kane*

### MKTG6635 New Media Industries (Spring: 3)

**Cross listed with ISYS6635**

#### Offered Annually

This course is designed to introduce the changing business models of new media (video games, 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*

## 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 and 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

**Tingliang Huang**, *Associate Professor*; B.S., University of Science and Technology of China; M.S., University of Minnesota; Ph.D., Northwestern 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

**Işıl Alev**, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology

**Deishin Lee**, *Assistant Professor*; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

**Yehua Wei**, *Assistant Professor*; B.S., University of Waterloo; Ph.D., Massachusetts Institute of Technology

**Linda Boardman Liu**, *Assistant Professor of the Practice and Assistant Chairperson*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Stephanie Jernigan**, *Assistant Professor of the Practice*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

**John Neale**, *Assistant Professor of the Practice*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

**Delvon Parker**, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., Michigan State University

**Pieter Vanderwerf**, *Assistant Professor of the Practice*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

#### Contacts

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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, as well as an undergraduate co-concentration in Business Analytics.

#### Concentration in Operations Management

Operations Management is a broad and multi-dimensional business area. Highly integrative, Operations Management determines how an organization executes on its mission and goals. Operations Management is both an art and a science, tying together quantitative analytical skills with cognitive problem solving.

The Operations Management concentration provides students with knowledge of current issues in the Operations Management discipline. Intense competition in fast-paced global environments makes competencies in this field critical in both service and good-producing organizations. This concentration is applicable in many industries and organizations, combining knowledge in business analytics, process design and analysis methods, project management, and operations management issues. The curriculum recognizes environmental, ethical, and social issues. The pedagogy entails lectures and discussions, case studies, field studies, and analytical modeling.

The Operations Management concentration builds upon the Carroll School of Management core, particularly complementing courses in statistics, organizational management, and economics. Our courses emphasize analysis and decision making and are explicitly designed to deliver the skills and knowledge required to successfully manage people, processes, and systems in today's competitive environment.

The concentration is designed to intersect with other functional disciplines making Operations Management an excellent complement to other concentrations including Accounting, Business Analytics, 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, EY, Fidelity, General Electric, Goldman Sachs, IBM, JPMorgan Chase, and UBS. Students with this concentration may pursue careers in consulting, financial services, healthcare services, retail, transportation, technology, government, manufacturing, and not-for-profit organizations. Students with an operations management concentration are typically hired into positions such as Operations Analyst, Project Team Member, Supply Chain Analyst, Consultant, Process Designer, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

#### Operations Management Concentration Requirements

The following two courses are required for the concentration:

- OPER3375 Operations Strategy and Consulting (fall)
- OPER2255 Managing Projects (spring)

Also take two of the following:

- OPER3304/OPER6614 Quality Management (fall)
- OPER3310 Sports Analytics (fall)
- OPER3332 Supply Chain Management (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6604 Management Science (fall/spring)
- OPER6605 Risk Analysis and Simulation Methods (spring)
- OPER6606 Forecasting Techniques (fall/spring)
- OPER6608 Pricing and Revenue Optimization (fall)

Other Special and Advanced Topic courses as offered.

#### Co-concentration in Business Analytics

The Business Analytics co-concentration is designed to be a second concentration for Carroll School of Management students, who must choose a primary concentration such as marketing, information systems, operations management, management and leadership, accounting or finance. Up to one class from the co-concentration course list can be counted towards another concentration.

Business Analytics is the emergent capability for organizations in the twenty-first century. All organizations, regardless of industry, size, or operating environment generate and manage large volumes of data and information that, used well, inform the decision making and competitive capabilities of the enterprise. The emerging area of analytics is focused on using business data to examine what already happened, to determine or predict what will happen, and to explore or model what should happen. Successful managers across functional areas, whether finance, marketing, operations, human resources, or information systems, need to be able to understand and utilize business analytics in order to manage and lead effectively.

Business Analytics draws upon a portfolio of methods and tools including statistics, forecasting, experimental design, data mining, and modeling to turn data into information and insights. The business analytics field includes descriptive, predictive, and prescriptive analytics.

Descriptive analytics help organizations describe what has happened in their operating environment and includes gathering, organizing, tabulating, and communicating historical information: how many online subscribers do we have? Predictive analytics helps organizations understand what to do by uncovering relationships and associations in the available data, and uses techniques such as probability and forecasting to reveal the likelihood of outcomes: the number of online subscribers increases when we have banner advertising on search sites. Prescriptive analytics is focused on understanding the causal effects that can be discerned from data sets, and strives to predict what will happen, given a particular course of action: if we increase our banner advertising and provide one-click subscribing, how will the number of subscribers change?

The Business Analytics co-concentration builds upon the Carroll School of Management core. The co-concentration is designed to align with a variety of functional disciplines making Business Analytics an excellent complement to other concentrations including Accounting, Operations Management, Finance, Marketing, Information Systems, or Management and Leadership.

### *Objectives of the Undergraduate Co-concentration in Business Analytics*

The objectives of the undergraduate co-concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in business analytics
- are adept at data management and analysis
- understand and utilize quantitative techniques for historical analysis, predictive analysis, modeling and simulation
- are capable of applying analytical skills and knowledge to address management problems across disciplines and industries

### *Careers in Business Analytics*

Rather than simply answering questions about what, how, when, and where things have happened, today's business analysts are able to push the use of data further, can find out why things are happening and what will happen if identified trends continue, and they are able to model how an organization can use this information to optimize outcomes. Careers that utilize the skills and knowledge of business analytics continue to emerge and grow in all fields and business disciplines. Students with this co-concentration may pursue careers in consulting, financial services, healthcare services, accountancy, technology management, government, manufacturing, and not-for-profit organizations. The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products and services but also with a high degree of competence in managing their data, information, and business intelligence.

### *Business Analytics Co-concentration Requirements*

The following two courses are required:

- OPER6604 Management Science (fall and spring)
- ISYS6640 Analytics and Business Intelligence (fall and spring)

Also take one of the following:

- OPER3384 Predictive Analytics (spring)
- MKTG6620 Marketing Information Analytics (spring)

Select two additional courses, excluding any courses taken from above list:

- OPER3304/OPER6614 Quality Management (fall)
- OPER3310 Sports Analytics (fall)
- OPER3384 Predictive Analytics (spring)
- OPER3385 Applied Econometrics for Business (spring)

- OPER6605 Risk Analysis and Simulation (spring)
- OPER6606/MFIN6606 Forecasting Techniques (fall and spring)
- OPER6607 Machine Learning for Business Intelligence (spring)
- OPER6608 Pricing and Revenue Optimization (fall)
- ISYS2157 Programming for Management and Analytics (fall and spring)
- ISYS3257 Database Systems and Applications (fall and spring)
- ISYS6621 Social Media and Digital Business (fall and spring)
- ISYS6645 Data Visualization (spring)
- MKTG2153 Marketing Research (fall and spring)
- MKTG3161 Customer Relationship Management (fall and spring)
- MKTG3258 Advanced Marketing Analysis (fall)
- MKTG6620 Marketing Information Analytics (spring)

### **Study Abroad**

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs (OIP). If accepted into the study abroad program and approved by the Undergraduate Dean's Office, the student should then see Sam Graves, Department Chair, for course approvals before going abroad. When students wish to have a course considered they should e-mail or bring a copy of the syllabus and course description for approval.

### *Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### **OPER1021 Operations Management (Fall/Spring: 3)**

*Prerequisites:* OPER1135, ISYS1021.

Annually

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*

### **OPER1135 Business Statistics (Fall/Spring: 3 or 4)**

*Corequisite:* OPER1136.

**Offered Annually**

**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*

**OPER2235 Modeling for Business Analytics (Fall/Spring: 3)**

*Prerequisites:* ISYS1021 and OPER1135 which may be taken concurrently.

**Offered Annually**

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

*The Department*

**OPER2245 Modeling for Business Analytics—Honors (Fall: 3)**

*Prerequisites:* MATH100 or equivalent, ISYS1021/ISYS1031, and OPER1135/OPER1145 which may be taken concurrently.

**Offered Annually****Core course for the CSOM Honors Program**

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

*Jiri Chod*

**OPER2255 Managing Projects (Spring: 3)**

**Cross listed with ISYS2255**

**Offered Annually**

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*

**OPER3310 Sports Analytics (Fall: 3)**

*Prerequisites:* OPER2235. Students should have successfully completed OPER1135/OPER1145 or a similar statistics course.

**Offered Annually**

**Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, strong Excel skills.**

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball, and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

*Jeffrey Ringuest*

**OPER3332 Supply Chain Management (Fall: 3)**

*Prerequisite:* OPER1021.

**Offered Annually**

A supply chain consists of all parties involved in fulfilling a customer request, including suppliers, manufacturers, distributors, and retailers. Over the last decade, firms have started focusing on supply chain management as a source of competitive advantage. There's a realization that no company can do better than its supply chain. This course will provide students with an overview of the concepts, models, and methods that are important for the design and operation of modern, global supply chains. Classes are hands-on, with many opportunities to analyze cases and play simulation games.

*John Neale*

**OPER3375 Operations Strategy and Consulting (Fall: 3)****Offered Annually**

**Required for the Operations 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)**

*Prerequisites:* ISYS1021, OPER1135 or other appropriate statistics course.

**Offered Annually**

The Predictive Analytics course teaches advanced statistics used in business. The first third of the course goes into greater depth on traditional statistics than introductory courses and covers additional advanced techniques for hypothesis testing. The other two-thirds focuses on the new methods developed for building predictive models based on large data sets. These include advanced regression and logistic regression, k-nearest neighbors, neural networks, and decisions trees.

*Pieter VanderWerf*

**OPER4921 Advanced Independent Study (Fall/Spring: 3)****Offered Annually****By arrangement.**

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**OPER6604 Management Science (Spring: 3)**

*Prerequisites:* OPER1135, OPER7705, or OPER7725 and familiarity with Excel.

**Offered Annually**

This course provides an overview of the concepts and methods of Management Science, the application of mathematical modeling and analysis to management problems. The primary goal of the course is to help you become a more skilled builder and consumer of models and model-based analyses. The course will show you how to use Excel spreadsheets effectively for business analysis and introduce you to some of the more important analytic methods including optimization, simulation, and data mining. These methods will be applied to problems arising in a variety of functional areas of business, including operations, finance, and marketing.

*The Department*

**OPER6605 Risk Analysis and Simulation (Fall: 3)**

*Prerequisite:* A degree of mathematical literacy including statistics.

**Offered Periodically**

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on industries as diverse as health care, manufacturing, banking, and insurance will serve as background and motivation for learning analytical and data analysis tools essential for modern managers such as Monte Carlo simulation, discrete event simulation, and flexible supply chain development. Competence in Excel and basic statistics will be valuable in this course.

*Stephanie Jernigan*



### **OPER6606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* ECON1151 or ECON1155 (undergraduate),  
OPER7725 (statistics/graduate)

**Cross listed with MFIN6606**

**Offered Annually**

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. This course is offered as an online hybrid course. In addition to the online lectures presented on the Canvas LMS, there are three required on-campus class meetings on Saturday morning September 15, Saturday morning October 6, and Saturday morning December 1. The midterm exam will also be held on campus on Monday evening October 15. Please see the course syllabus for additional details.

*The Department*

### **OPER6607 Machine Learning for Business Intelligence (Spring: 3)**

*Prerequisite:* OPER1135, OPER7705, or OPER7725.

**Offered Periodically**

Machine learning (ML) has been a popular topic for data scientists and analysts. The goal in ML is to learn from existing data and extract useful information such as patterns, behaviors, and trends. We can then use this information to predict future activity. The ability of learning patterns from data and making accurate predictions on new instances makes ML a powerful tool for Business Intelligence since it helps us transform the raw data into better decisions. This course will not dive into the technical details of ML algorithms but rather focus on how to use these algorithms in Business Intelligence applications. We will study business applications including but not limited to customer segmentation, propensity, and churn.

*The Department*

### **OPER6608 Pricing and Revenue Optimization (Fall: 3)**

*Prerequisite:* OPER1135, OPER7705, or OPER7725.

**Offered Annually**

Pricing and Revenue Optimization (PRO) is one of the key business functions that can significantly influence firm performance. PRO employs analytical tools to maximize profitability from limited resources and capacity. Examples of PRO activities include price setting, price adjustments, price segmentation, revenue management, capacity allocation, and discount management. Understanding PRO concepts helps managers tackle fundamental but difficult business decisions at the interface of operations, marketing, and economics. In this course, students will be introduced to a number of pricing and revenue optimization techniques, applicable to various types of businesses. To enhance understanding and ensure the appropriate application of the techniques, ample examples and case studies will be interactively discussed.

*The Department*

### **OPER6609 The Business of Sports (Fall: 3)**

**Offered Annually**

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

*Warren Zola*

### **OPER6614 Quality Management (Fall: 3)**

*Prerequisites:* OPER1135/1145 (undergraduate) or  
OPER7703/7705/7725 (graduate).

**Offered Periodically**

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on the Six Sigma approach to quality analysis and process improvement in both services and goods producing operations. During the course students will have an opportunity to pursue Six Sigma Green Belt certification.

*Joy Field*

## 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/cson](http://www.bc.edu/cson) for more information.

The mission of the Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains, and restores the health of individuals, families, and communities/populations across the life span.

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 their 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 FOR CLASS OF 2019 AND FORWARD

Note: CSON Undergraduates are obligated to register a minimum of 12 credits per semester but normally should take 15 credits in almost all semesters to meet all program requirements on time.

#### Freshman Year

##### *Semester I*

- BIOL1300, BIOL1310 Anatomy and Physiology I
- 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
- NURS2120 Nursing Health Assessment Across the Life Span
- NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NURS2080 Pathophysiology
- Core or elective

##### *Semester II*

- NURS2230 Adult Health Nursing Theory I
- NURS2231 Adult Health Nursing Clinical I
- NURS2204 Pharmacology/Nutrition
- NURS3170 Principles of Evidence-based Nursing
- NURS2090 Sophomore Formation Seminar
- Core or elective

#### Junior Year

All students will have a flexible semester in their junior year. The flexibility will allow for study abroad (if approved by the Office of International Programs and their specific program) or other co-curricular activities. Students who are not abroad in their "flex" semester will be scheduled to take at least one clinical course.

This is one example of the flexible junior year schedule below. The Undergraduate Program Office will determine the exact clinical sequence for each junior.

##### *Semester I*

- NURS3242 Adult Health Nursing Theory II
- NURS3243 Adult Health Nursing Clinical II
- NURS3244 Childbearing Nursing Theory
- NURS3245 Childbearing Nursing Clinical
- Core or elective

##### *Semester II*

- "Flex" Semester

#### Senior Year

The Undergraduate Program Office will determine the exact clinical sequence for each senior.

##### *Semester I*

- NURS4250 Child Health Theory
- NURS4251 Child Health Clinical
- NURS4252 Psych-Mental Health Theory
- NURS4253 Psych-Mental Health Clinical
- Core or elective

##### *Semester II*

- NURS4260 Population Health Nursing Theory
- NURS4261 Population Health Practice in the Community
- NURS4263 Nursing Synthesis Clinical 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 12 credit hours per semester are considered full-time students. Usually 15 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 take advantage of opportunities to study abroad for one semester. Normally, students may study abroad during fall or spring semester of junior year. Most students take electives and can sometimes complete Core courses while they are abroad. Students are free to study abroad in any location approved by the Office of International Programs. A minimum GPA is required for all study abroad programs.

**Nursing Synthesis Course**

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

**Independent Study (NURS4911)**

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the undergraduate program about their proposal.

**Undergraduate Research Fellows Program**

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

**MINORS IN THE CONNELL SCHOOL OF NURSING**

Nursing students may minor in any Morrissey College Arts and Sciences or Lynch School of Education discipline by fulfilling the requirements of those departments.

**Minor in Hispanic Studies**

Nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. CSON students who wish to declare a CSON Hispanic studies minor should meet with the Associate Dean.

**Minor in Psychology**

The minor is awarded to CSON students who complete 18 credits in psychology. Courses should include PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science. Students who received AP credit for PSYC1110 and PSYC1111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- ADPS1100 Introductory Psychology (Woods College; no credit for ADPS1100 if PSYC1111 was taken)
- APSY1030 Child Growth and Development
- APSY1032 Psychology of Learning
- APSY2041 Adolescent Psychology
- APSY2241 Abnormal Psychology
- FORS5315 Victimology
- FORS5317 Forensic Mental Health
- FORS5318 Forensic Science 1
- PSYC1011 Psychobiology of Mental Disorders
- PSYC1029 Mind and Brain
- PSYC2241 Social Psychology
- PSYC2260 Developmental Psychology
- PSYC2268 Psychological Development through the Life Span
- PSYC2272 Cognitive Psychology
- PSYC2274 Sensation and Perception
- PSYC2285 Behavioral Neuroscience
- PSYC3329 Psychology of Stress
- PSYC3331 Developmental Psychopathology
- PSYC3334 Interpersonal Violence
- PSYC3336 Clinical Psychology
- PSYC3338 Topics in Abnormal Psychology
- PSYC3344 Psychology of Gender
- PSYC3345 Social Motivation
- PSYC3354 Culture, Identity and the Asian-American Experience
- PSYC3366 Social and Emotional Development
- PSYC3367 Art and Creativity
- PSYC3371 Cognitive Neuroscience
- PSYC3372 Affective Neuroscience
- PSYC3377 Psycholinguistics
- PSYC3382 Neurobiology of Stress
- PSYC3383 Neurobiological Basis of Learning
- PSYC3384 Neurophysiology
- PSYC3386 Psychopharmacology
- PSYC3391 Ethical Controversies in Psychology and Neuroscience

**Minor in Humanities, Health, and Culture**

This is a minor for students who are interested in examining health and health care from new and varied perspectives. Currently, students from pre-med and pre-health professions throughout the Morrissey College of Arts and Sciences and other backgrounds such as law, psychology, public/global health, social work, and journalism are enrolled in the MCAS version of the minor. A special version of the minor has been created for CSON students to accommodate constraints in the B.S. (nursing) schedule.

CSON students who are comfortable with significant writing assignments, have room in their schedule to accommodate added classes (especially those who have brought in AP credit and/or fulfilled a majority of their core in the freshman year), and may wish to engage with a range of academic fields may consider this minor.

### Minor Requirements:

- ENGL2212 Introduction to Medical Humanities (Enrollment is based upon acceptance to the minor)
- BIOL1300 and BIOL1310 Anatomy and Physiology I with Lab
- BIOL1320 and BIOL1330 Anatomy and Physiology II with Lab
- NURS4270 Transitions to Professional Nursing
- A paper/article (minimum 20 pages) approved by the Undergraduate Associate Dean (original, from a course, or extended/adapted from a course) on a topic relevant to the minor to be submitted previous to graduation.
- 2 electives from the approved list:  
www.bc.edu/schools/cas/medhumanities/courses.html (At least **one** course should be beyond those used to fulfill the Core requirements and **not** come from either Nursing or Biology)

The Humanities, Health, and Culture minor is only open to the Class of 2019 and forward. Applications are available in the early spring semester for first-year students only.

## 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), hepatitis B, and MMR with an annual screening for tuberculosis (PPD) and flu shot. Other requirements may be required.

### Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in Adult Health I clinical, and must keep this certification current. Nursing students must also undergo the expanded multistate criminal offense background checks that are required by affiliating health care institutions.

## GENERAL INFORMATION

### Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities. Sites are accessible by public transportation.

### Fees

School of Nursing students pay the same tuition, fees, and room and board costs as other colleges' enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$70.00
- Laboratory Fee up to \$200.00 (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 60 credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi to the School of Nursing for use in evaluating prior course work. Additional information on transfer credits may be found in the Baccalaureate Program Handbook on the BC website.

### Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses.

The baccalaureate program of study prepares its graduates for entry into master's and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues. Many graduates of the Boston College Connell School of Nursing have gone on from clinical careers to become researchers in clinical settings and to serve on faculties of schools of nursing and administrators of clinical and educational institutions.

### Faculty

**Mary E. Duffy**, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

**Laurel A. Eisenhauer**, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

**Marjory Gordon**, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

**Carol R. Hartman**, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

**Joellen Hawkins**, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

**Barbara Hazard**, *Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

**June Andrews Horowitz**, *Professor Emerita*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

**Miriam Gayle Wardle**, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

**Loretta P. Higgins**, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College

**Margaret A. Murphy**, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

**Jean A. O'Neil**, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

**Ann Wolbert Burgess**, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

**Sean P. Clarke**, *Professor and Associate Dean for Undergraduate Programs*; B.Sc., University of Ottawa; B.A., Carleton University; M.Sc.(A.), Ph.D., McGill University

**Susan Gennaro**, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham

**M. Katherine Hutchinson**, *Professor*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware



- Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
- Judith A. Vessey**, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.B.A., Johns Hopkins University; M.S.N., Ph.D., University of Pennsylvania
- Christopher S. Lee**, *Professor and Associate Dean for Research*; B.S.N., University of New Hampshire School of Nursing; M.S.N., University of Pennsylvania School of Nursing; Ph.D., University of Pennsylvania School of Nursing
- Jane Erin Ashley**, *Associate Professor*; B.S., California State University, Chico; M.S., Ph.D., Boston College
- Joyce Katherine Edmonds**, *Associate Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University
- Jane Flanagan**, *Associate Professor*; B.S.N., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College
- Holly Fontenot**, *Associate Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Ph.D., Boston College
- Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
- Allyssa L. Harris**, *Associate Professor*; B.S., M.S., Ph.D., Boston College
- Susan Kelly-Weeder**, *Associate Professor and Associate Dean for Graduate Programs*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell
- Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco
- Catherine Y. Read**, *Associate Professor and Director, Keys to Inclusive Leadership in Nursing (KILN) Program*; B.S.N., University of Illinois at Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell
- Judith A. Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
- Melissa A. Sutherland**, *Associate Professor*; B.S., Cornell University; B.S.N., M.S.N., Binghamton University; Ph.D., University of Virginia
- Patricia A. Tabloski**, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
- Nadia Abuelezzam**, *Assistant Professor*; B.S., Harvey Mudd College; Sc.D., Harvard T.H. Chan School of Public Health
- Stewart M. Bond**, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill
- Andrew Dwyer**, *Assistant Professor*; B.S., Cornell University; M.S.N., MGH Institute of Health Professions; Ph.D., University of Lausanne
- Carina Katigbak**, *Assistant Professor*; B.S.N., Ryerson University; M.S., Ph.D., New York University
- Tam H. Nguyen**, *Assistant Professor*; B.S.N., University of Maryland; M.S.N./M.P.H., Ph.D., Johns Hopkins University
- Jinhee Park**, *Assistant Professor*; B.S.N., M.S.N., Catholic University of Korea; Ph.D., University of North Carolina at Chapel Hill
- Britt Pados**, *Assistant Professor*; B.S.N., Boston College; M.S.N., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill
- Yaguang Zheng**, *Assistant Professor*; B.S.N., Chengde Medical College; M.S.N., Chinese PLA Postgraduate Medical School; Ph.D., University of Pittsburgh
- Stacey Hoffman Barone**, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
- Susan A. DeSanto-Madeya**, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University
- Susan Emery**, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S.N., Salem State University; M.S., Columbia University; Ph.D., Boston College
- William Fehder**, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania
- Patricia Reid Ponte**, *Clinical Associate Professor*; B.S.N., University of Massachusetts at Amherst; M.S.N., Boston University; Ph.D., Boston University
- M. Colleen Simonelli**, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S., Boston College; Ph.D., University of Massachusetts Lowell
- Donna L. Cullinan**, *Clinical Assistant Professor*; B.S.N., Saint Anselm College; M.S., Boston College
- Nanci Haze**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University
- Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College
- Amy Smith**, *Clinical Assistant Professor and Director, Clinical Learning and Simulation Centers*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions
- Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell
- Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S., Boston University; M.S.N., Rush University; Ph.D., Boston College
- Laura White**, *Clinical Assistant Professor*; B.S., Boston College; M.S., Columbia University; Ph.D., Boston College
- Elisabeth M. Bailey**, *Clinical Instructor*; A.B., Brown University; M.S., Boston College
- Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., Boston College
- Maureen Connolly**, *Clinical Instructor*; A.D., Labouré College; B.A., Worcester College; M.S., Simmons College
- Julie P. Dunne**, *Clinical Instructor*; B.S.N., Nazareth College; M.S.N., Boston College
- Dorean Behney Hurley**, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University
- Kathleen Mansfield**, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College
- Allison Marshall**, *Clinical Instructor*; B.A., Boston College; M.S.N., Yale University
- Beth McNutt-Clarke**, *Clinical Instructor*; B.Sc., M.Sc.(A.), McGill University; M.B.A., Concordia University
- Melissa Capotosto**, *Clinical Instructor*; B.S.N., Villanova University; M.S., Boston College
- Richard Edward Ross, S.J.**, *Clinical Instructor*; B.S.N., University of Michigan; M.Div., S.T.L., Boston College
- Jacqueline Sly**, *Clinical Instructor*; B.S.N., Boston College; M.S.N., Regis College

**Sheila Tucker**, *Clinical Instructor*; B.S., M.A., Framingham State College

**Jean Weyman**, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

#### Contacts

- Undergraduate Program Office, Maloney Hall, 617-552-4925
- [www.bc.edu/cson](http://www.bc.edu/cson)

### Forensics

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### FORS2201 Wounded Warriors in Transition (Spring: 3)

Offered Annually

Undergraduate Elective only

Over 65,000 US troops have been wounded since 2001. Many have suffered “the hidden injuries”—traumatic brain injuries and post-traumatic stress disorder. The purpose of this course is for students to gain an understanding of military culture, catastrophic injuries, and the journey of Wounded Warriors and their family members. The course examines the history and culture of the Armed Services and the developing knowledge of the rehabilitation of Wounded Warriors.

*Susan Sheehy*

#### FORS5315 Victimology (Fall: 3)

Offered Annually

This course examines the wide range of victimization experiences from the perspective of the victim, their families, and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

*The Department*

#### FORS5317 Forensic Mental Health (Spring: 3)

Offered Annually

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)

Offered Annually

Forensic science concepts and principles play a critical role in analyzing crime scene evidence. This course draws on scientific principles and examines cases where there has been a death, including suicide, accidental, and criminal, and cases where there is a survivor, in which there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including forensic pathology, clinical forensics, crime victims, computer crime, and equivocal death.

*The Department*

#### FORS5319 Forensic Science Lab (Fall: 3)

Offered Annually

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

*The Department*

### Nursing

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### NURS1010 Professional Development Seminar (Fall: 1)

Offered Annually

This seminar will introduce freshman nursing students to the college culture and to the profession of nursing. Small group sessions led by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.

*The Department*

#### NURS1210 Public Health in a Global Society (Fall: 3)

Satisfies Social Science Core Requirement

Offered Annually

This foundation course presents public health as an interdisciplinary science focused on health promotion and disease prevention at the population level. The course provides an overview of the history of public health, global burden of disease, sub-disciplines of public health, maternal/child health, and nutrition, and it emphasizes the collaborative nature of the field through examples in research and practice. An inherent principle in public health is advancing social justice and this course, and the public health sequence more broadly, focuses on at-risk populations, reducing health disparities, and improving health equity at the population level.

*Melissa Sutherland*

#### NURS2070 Introduction to Professional Nursing (Spring: 2)

Offered Annually

This course provides an introduction to professional nursing, exploring nursing’s history and the development of nursing knowledge grounded in theory and evidence-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the life span is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidence-based nursing practice are discussed.

*The Department*

**NURS2080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BIOL1300, BIOL1310, BIOL1320, BIOL1330, CHEM1161, CHEM1163.

*Corequisites:* BIOL2200, BIOL2210 may be taken concurrently.

**Offered Annually**

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***NURS2090 Sophomore Formation Seminar (Spring: 1)**

*Corequisites:* Must be taken alongside NURS2230, NURS2231, NURS2204, and NURS3170.

**Offered Annually**

The SCRUBS weekend retreat fulfills the NURS2090 requirement. Attendance at the full retreat is mandatory and an expectation of all sophomore students. Any absences should be discussed as soon as possible with the Teacher of Record (the Associate Dean), who will make decisions regarding activities that will be required to earn credit.

This course is required for sophomore undergraduate nursing students and will involve guided review and reflection to reinforce the inherent professional values of altruism, human dignity, integrity, and social justice fundamental to the discipline of nursing. Activities in the weekend long retreat will be guided by the Ignatian formation principles and student's values and beliefs as they relate to professional practice, development as individuals, and as members of caregiving teams. The goal is to build a foundation for professional leadership as nursing students become aspiring members of the nursing profession and productive and committed citizens of society at large.

*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.

**Offered Annually**

This course introduces the concepts of health, health promotion, and growth and development across the life span. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human, from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual's desire to increase personal and/or family health potential and well-being.

*The Department***NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NURS2120.

**Offered Annually**

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NURS2120.

The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. There will be four hours of Simulation Laboratory, one hour of seminar, and required media/BB Vista preparation each week.

*The Department***NURS2204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NURS2120, NURS2121, NURS2080.

*Corequisites:* NURS2230, NURS2231.

**Offered Annually**

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies as well as lecture, an integrated approach to patient problems is emphasized. Nutraceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

*The Department***NURS2230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NURS2070, NURS2080, NURS2120, NURS2121.

*Corequisite:* NURS2231.

**Offered Annually**

This course focuses on the theoretical basis of the nursing care of adults across the life span 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, particularly 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, NURS2121.

*Corequisite:* NURS2230.

**Offered Annually**

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adults, with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidence-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***NURS2234 Adult Health I Hospital Clinical (Spring: 0)**

*Prerequisites:* NURS2121 min grade C-, NURS2080 min grade C-, NURS2070 min grade C-, and NURS2120 min grade C-.

**Offered Annually**

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adults, with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidence-based nursing practice, standards of quality and safety, and principles of cultural awareness.

*Luanne Nugent*

**NURS3016 Comparing Health Care Systems through a Global Lens (Spring: 3)**  
**Offered Annually**

This course is an introduction to the concepts of global health and the critical links between public health and social and economic development. Determinants of health and patterns of disease and health outcomes across the globe are critically examined. The course reviews the determinants of health status in terms of biology, demography, epidemiology, culture, sociology, economics, and politics. Key concerns regarding reproductive health, child survival, nutrition, communicable diseases, and chronic diseases are examined. Health care delivery in developed versus undeveloped regions of the world is emphasized.

*The Department*

**NURS3170 Principles of Evidence-Based Nursing (Fall/Spring: 2)**

*Prerequisite:* NURS2070.

**Offered Annually**

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 evidence-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 critical consumers of research used in evidence-based practice.

*The Department*

**NURS3210 Contemporary Issues in Public Health (Fall/Spring: 3)**

*Prerequisite:* NURS1210.

**Offered Annually**

This course provides students the opportunity to apply the foundational skills of public health to contemporary public health issues. The course integrates data and research to begin a more in-depth examination of the major burdens of disease and several emerging areas of concern. With a consistent goal of reducing health disparities, the course identifies population-level risk factors as well as evidence-based interventions for health promotion and disease prevention. Principles and concepts learned in Public Health in a Global Society are reinforced through specific health conditions, behaviors, and topics.

*Summer Hawkins*

**NURS3242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NURS2230, NURS2231, NURS2204.

*Corequisite:* NURS3243.

**Offered Annually**

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, NURS2231.

*Corequisite:* NURS3242.

**Offered Annually**

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, NURS2231.

*Corequisite:* NURS3245.

**Offered Annually**

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. Evidence-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, NURS2231.

*Corequisite:* NURS3244.

**Offered Annually**

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 evidence-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for baccalaureate education, AWHONN and ACOG standards of care.

*The Department*

**NURS4250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243, NURS3244, NURS3245.

*Corequisite:* NURS4251.

**Offered Annually**

This course builds on the published *Pediatric Nursing: Scope and Standards of Practice* to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and



their families. Theoretical principles are presented, and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

*The Department*

### **NURS4251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243, NURS3244, NURS3245.

*Corequisite:* NURS4250.

**Offered Annually**

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 evidence-based practice in planning interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and families coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic, and social backgrounds, interact collaboratively with family members and the interdisciplinary health team, and take a leadership role in advocating for patients.

*The Department*

### **NURS4252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243.

*Corequisite:* NURS4253.

**Offered Annually**

This course builds upon the standards of practice from APNA-ISPAN, AACN and QSEN to discuss the legal, ethical, and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic, neurobiological and psychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality, and cognitive disorders is analyzed. Evidence-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group, and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief, and trauma are identified.

*The Department*

### **NURS4253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243.

*Corequisite:* NURS4252.

**Offered Annually**

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidence-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for mental illness.

*The Department*

### **NURS4260 Population Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS4250, NURS4251, NURS4252, NURS4253.

*Corequisite:* NURS4261.

**Offered Annually**

This course introduces the conceptual and scientific frameworks of population health, emphasizing public health nursing roles. The course integrates health promotion, risk reduction, and disease prevention across the life span in a range of local and global settings, using case examples that nurses, as part of interdisciplinary teams, will encounter. Community assessment and epidemiological methods are introduced. Health disparities and vulnerability are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care in order to meet the prevention health needs of individuals, families, and populations.

*The Department*

### **NURS4261 Population Health Practice in the Community (Fall/Spring: 3)**

*Prerequisites:* NURS4250, NURS4251, NURS4252, NURS4253.

*Corequisite:* NURS4260.

**Offered Annually**

This course focuses on the application of population health, emphasizing public health nursing roles, that include the care of population members in community settings, such as a neighborhood, school, or non-profit organization, locally or globally. Students will gain experience in community engagement, community health assessment, screening, case management, health education, service and program evaluation, and advocacy. Emphasis is placed on the multiple determinants of health and on using interdisciplinary approaches in practice to implement evidence-based interventions aimed at health promotion, risk reduction, and disease prevention.

*The Department*

### **NURS4263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS4250, NURS4251, NURS4252, NURS4253.

*Corequisites:* NURS4260, NURS4261.

**Offered Annually**

This course provides senior nursing students with an opportunity to synthesize, expand, and refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience completed in institutional and/or community settings, students focus on the healthcare needs of specific client populations, study in depth the interventions used to restore and/or optimize health, and utilize evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing.

*The Department*

### **NURS4270 Transition to Professional Nursing (Fall/Spring: 3)**

*Prerequisites:* NURS2070, NURS3170.

**Offered Annually**

This final didactic course in the program presents the organizational, legal, ethical, and health policy contexts of professional nursing practice for students about to begin their careers. Discussion and assignments will focus on short-term challenges and opportunities associated with transition to practice, such as attaining licensure and finding one's first professional position. The role of the professional nurse in establishing and maintaining safety and health care quality within

organizations will be analyzed. The course will strongly emphasize the leadership imperative for nurses across all roles in health care and social justice perspectives on the position of nursing in society.

*Susan DeSanto-Madeya*

**NURS4911 Directed Independent Study (Fall/Spring: 3)**

*Prerequisites:* Senior nursing student with GPA of 3.0 or above in nursing courses.

**Offered Annually**

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)**

**Offered Annually**

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)**

**Offered Annually**

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)**

**Offered Annually**

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*

**NURS6397 Foundations of Nursing Practice (Summer: 2)**

*Prerequisites:* Enrolled in the Master's Entry Program; successful completion of all program prerequisites.

**Offered Annually**

This course introduces students to the profession of nursing, nursing roles, and ethical and clinical dimension of nursing practice. Students learn the fundamental health assessment techniques, physical

examination and basic clinical skills that are integral to the nursing process and the rationals for these techniques. Laboratory and clinical simulation experiences provide opportunities to practice health histories and demonstrate the physical assessment techniques, basis psychomotor skills, principles of safety and documentation, and communication skills necessary for the care of individual patients.

*The Department*

**NURS6398 MSE Adult Health Theory (Fall: 6)**

*Prerequisites:* Enrolled in the MSE program; NURS6397.

*Corequisites:* NURS2204, NURS6399, NURS6400, NURS7672.

**Offered Annually**

The theoretical basis of nursing care for adult patients with acute health problems or exacerbations of chronic health problems is addressed. Emphasis is placed on the selection of evidence-based interventions, evaluation of interventions, and use of evaluative data in refining the plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including the importance of communication, collaboration, discharge planning, and health teaching. The nurse's role in patient safety and quality improvement is also discussed.

*The Department*

**NURS6399 MSE Adult and Population Health Nursing Clinical (Fall: 4)**

*Prerequisites:* Enrolled in the MSE program; NURS6397.

*Corequisites:* NURS2204, NURS6398, NURS6400, NURS7672.

**Offered Annually**

This course provides laboratory, acute care, and population health experiences to apply the theoretical concepts from NURS6398 and NURS6400. Students have the opportunity to learn additional health assessment and physical examination skills and rationales for these techniques. Skills laboratory provides students with opportunities to learn and practice more advanced psychomotor skills. Clinical experiences focus on performing in the roles of the population/community health nurse and the primary nurse in the acute care setting with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration, and communication.

*The Department*

**NURS6400 Nursing Practice and Public Health in Community (Fall: 2)**

*Corequisites:* NURS6402, NURS6403.

**Offered Annually**

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.

*Melissa Sutherland*

**NURS6411 Nursing Synthesis Practicum (Summer: 3)**

*Prerequisites:* NURS6406, NURS6407.

**Offered Annually**

This course provides nontraditional nursing students with an opportunity to synthesize, expand, and refine nursing concepts and

clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department*

**NURS6425 Global Health Challenges and Disparities (Summer: 3)**  
Enrollment is open to graduate students in CSON or by permission of the Teacher of Record.

**Offered Annually**

Marginalized groups and residents of resource deprived communities often suffer from excessive rates of poor health and mortality. Such health disparities exist within the U.S. and around the world. In order to achieve the goals of “increasing longevity and quality of life” and “eliminating health disparities” (U.S. Public Health Service), health care professionals need to understand health disparities, their causal roots, and how to design and implement effective health-promoting programs and policies. This course provides an introduction to health disparities, measuring indices of health status, and implications for programming and policy. Contemporary global health challenges are addressed as exemplars.

*The Department*

**NURS6460 MSE Childbearing Nursing Theory (Spring: 3)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, and NURS6408.

*Corequisites:* NURS6470, NURS6468, NURS6461, NURS6471, NURS6469, and NURS7420 or NURS7426.

**Offered Annually**

This course focuses on concepts associated with the unique responses of families during the childbearing cycle; normal and high risk pregnancies and normal and abnormal events in women’s health. Current multidisciplinary research in women’s health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidence-based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department*

**NURS6461 MSE Childbearing Nursing Clinical (Spring: 2)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, and NURS6460.

*Corequisites:* NURS6470, NURS6468, NURS6471, NURS6469, and NURS7420 or NURS7426.

**Offered Annually**

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. In the clinical laboratory, students work collaboratively with the multidisciplinary team in applying evidence-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for Baccalaureate education, AWHONN and ACOG standards of care.

*The Department*

**NURS6468 MSE Psychiatric Mental Health Nursing Theory (Spring: 3)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408.

*Corequisites:* NURS6460, NURS6470, NURS6461, NURS6471, NURS6469, and NURS7420 or NURS7426.

**Offered Annually**

This course builds on the standards of practice from APNA-ISP, 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 evidence-based research on the genetic, neurobiological, and psychosocial theories of DSM-5 diagnoses are explored and analyzed. Evidence based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group, and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief, and trauma are identified.

*The Department*

**NURS6469 MSE Psychiatric Nursing Clinical (Spring: 2)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, NURS6468.

*Corequisites:* NURS6460, NURS6461, NURS6470, NURS6471, and NURS7420 or NURS7426.

**Offered Annually**

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidence-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for a major mental illness.

*The Department*

**NURS6470 MSE Child Health Nursing Theory (Spring: 3)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408.

*Corequisites:* NURS6460, NURS6461, NURS6468, NURS6471, NURS6469 and NURS7420 or NURS7426.

**Offered Annually**

This course builds on the published *Pediatric Nursing: Scope and Standards of Practice* to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child’s growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and their families. Theoretical principles are presented and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

*The Department*

**NURS6471 MSE Child Health Nursing Clinical (Spring: 2)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, and NURS6470.

*Corequisites:* NURS6460, NURS6461, NURS6468, NURS6469, and NURS7420 or NURS7426.

**Offered Annually**

Based on the published Pediatric Nursing: Scope and Standards of Practice, this course provides a variety of clinical settings for students to expand and perfect their skills in implementing the nursing role in the care of children and families. Clinical faculty guide students' clinical reasoning process and use of nursing scholarship and evidence-based practice guidelines in the planning nursing interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and their families who are coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds; interact collaboratively with family members and the interdisciplinary health team; and take a leadership role in advocating for their patient.

*The Department*



## ***Woods College of Advancing Studies***

The James A. Woods, S.J., College of Advancing Studies offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J., College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in scholarship that enriches the culture and addresses important societal needs.

### **UNDERGRADUATE PROGRAMS**

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J., College of Advancing Studies has experience helping students arrange a realistic program of study, one that combines work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate major based on individual needs. Courses are ordinarily scheduled between the hours of 6:15–9:15 p.m. weekdays, with Saturday and online courses also available.

#### **Bachelor of Arts Program**

The Bachelor of Arts program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A broad-based and robust liberal arts curriculum which includes core requirements permits students to choose courses and majors 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:

- 1 Computer course
- 3 English courses
- 1 Fine Arts course
- 2 History courses
- 1 Mathematics course
- 1 Natural Science course
- 3 Philosophy courses comprised of Logic, Ethics, and a Philosophy elective
- 1 Public Speaking course
- 2 Social Science courses
- 3 Theology courses comprised of two sequential Theology courses and one Theology elective

Degree candidates must fulfill all program requirements in addition to earning a minimum of 120 credits. Students are required to achieve a minimum cumulative GPA of 1.67 to be eligible to graduate.

Admission as a transfer student is also available. A minimum of 60 credits must be completed at Boston College to satisfy residency. A maximum of 60 credits may be transferred into a student's program from regionally accredited institutions. Courses with an earned grade

of C will be accepted in transfer; however, courses transferred from schools within Boston College may be accepted with grades of C-. A minimum of three semester hours is required for a transferred course to satisfy program requirements.

For students in the degree program, normally the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these three courses, each with a grade of B- or better, in the previous semester.

#### ***Undergraduate Admission***

Applications for admission may be submitted at any time and are reviewed on a rolling basis during the academic year. The following documentation is required:

- Completed online application form;
- Official transcripts from high school and colleges previously attended
- Two essays (requirements are found on the application);
- Optional SAT, PSAT, or similar standardized test results if the student graduated from high school less than four years previously;
- Two letters of recommendation (if four years or less from high school, request one from a guidance counselor or, for students whose high school graduation is greater than four years, request one from a teacher, employer, or other personal reference); and
- Demonstrated English Language Proficiency with an IELTS score of 6.5–7.5 or TOEFL score of 90–100.

#### **Fifth Year and Advanced Standing Programs for Boston College Students**

##### ***Accelerated Program for Boston College Undergraduate Economics Students (Enrolled at the Woods College, Morrissey College of Arts and Sciences, or Carroll School of Management)***

Woods College of Advancing Studies is proud to offer Boston College students an option for accelerated completion of the Master of Science in Applied Economics program. This option is available to students with significant previous economics course work, including Economics majors and minors in the Morrissey College of Arts and Sciences as well as to students with Economics concentration in the Carroll School of Management. Students enrolled in the accelerated program will have to complete eight courses in WCAS, which is possible to achieve within one calendar year of entry into the program.

#### **Benefits**

- Waiver of application fee
- Waiver of Graduate Record Exam (GRE)
- Preferred admission without the competition of the rest of the applicant pool
- Credit for Microeconomic Theory (ECON2201 or ECON2203) and Macroeconomic Theory (ECON2202 or ECON2204) courses if the courses are completed with a grade of B or better. These credits will count as fulfilling the requirement of taking Applied Microeconomic Theory (ADEC7201) and Applied Macroeconomic Theory (ADEC7200).
- Option to complete the eight remaining course requirements in one additional calendar year

#### **Qualifications**

- Anticipated successful completion of a bachelor's degree in May of senior year
- Overall GPA of 3.30 or above

- Grade of B or better in prerequisite courses: Principles of Microeconomics, Principles of Macroeconomics, Statistics, Calculus I, and Calculus II\*
  - Submission of all Applied Economics application materials by the end of the semester in which student will graduate. In order to receive priority consideration for WCAS financial aid, students should apply in the fall semester of their senior year.
- \*Calculus II course can be taken after the admission into the program.

### *Accelerated Program for Boston College Undergraduate Students (enrolled at the Woods College, Morrissey College of Arts and Sciences, or Carroll School of Management)*

Woods College of Advancing Studies is proud to offer Boston College students an option for accelerated completion of the Master of Science in Leadership and Administration program. Students enrolled in the accelerated program will have to complete eight courses in WCAS, which is possible to achieve within one calendar year of entry into the program.

Under the terms of this agreement, qualified students are eligible for:

- Waiver of the application fee;
- Waiver of the Graduate Record Exam (GRE);
- Preferred admission without the competition of the rest of the applicant pool;
- Advanced standing for up to two upper-level courses that student has completed at BC; Graduate Program Director to approve.
- Option to complete the eight remaining course requirements in one additional calendar year.

#### Qualifications:

- Anticipated successful completion of a bachelor's degree from BC in May of senior year
- Overall GPA of 3.30 or above
- Submission of all the application materials by the published Boston College deadline.

Interested students should contact the Program Director of Leadership and Administration at Boston with any further questions.

## ACADEMIC HONORS

### Degree With Honors

Academic honors printed in the Commencement program are based on averages at the end of the second semester, 2019. The *summa cum laude* is awarded to the top 4.5 percent of the graduating class, *magna cum laude* to the next 9.5 percent, and *cum laude* to the next 15 percent. Academic honors are not calculated for graduate students.

Starting with the class of 2021, the cumulative average for degrees with honors will be as follows:

- *summa cum laude*—3.9–4.0
- *magna cum laude*—3.8–3.899
- *cum laude*—3.667–3.799

### Undergraduate Graduation Awards

Awards at commencement recognize a distinguished scholastic record, special accomplishments in various academic fields, and qualities of outstanding character, leadership, and demonstrated loyalty to the college.

### Dean's List

The Woods College Dean's List honors students for superior academic performance. The Dean's List is published at the end of each

semester. To be eligible for the Dean's List, undergraduate students must maintain a minimum cumulative GPA of 3.5.; graduate students must maintain a minimum cumulative GPA of 3.8.

## PROFESSIONAL STUDIES CERTIFICATES

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, a Professional Studies Certificate can help to achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College.

A Professional Studies Certificate may be obtained in:

- Accounting
- Communication
- Criminal and Social Justice
- Finance
- Human Resources
- Information Systems
- Management
- Marketing
- Sustainability

Certificate requirements include the following:

- Students must receive at least a grade of C for each course credited toward the certificate.
- Certificate requirements should be completed within two years of initial enrollment for non-degree students, and prior to degree completion for students already enrolled in a degree program; courses are permanently retained on the student record.
- A request to apply to a certificate program must be made to the James A. Woods, S.J. College of Advancing Studies. A request must also be made to receive a formal certificate upon completion.

## NON-DEGREE STUDENTS

Non-degree students are individuals interested in taking evening undergraduate courses for academic credit but not in applying for a degree. Non-degree students may enroll in fall, spring, or summer semesters. A brief non-degree application form must be completed and submitted online.

## VISITING STUDENTS

Individuals wishing to attend during the day as special undergraduate students are required to apply for Visiting Student status at the James A. Woods, S.J., College of Advancing Studies. Qualified applicants are admitted to specific courses on an individual basis.

More specific application instructions for those interested in applying for Visiting Student status can be found at [www.bc.edu/schools/advstudies/undergraduate/visitingstudents.html](http://www.bc.edu/schools/advstudies/undergraduate/visitingstudents.html).

## Summer Session

Boston College Summer Session offers a wide variety of undergraduate courses, which run over two six-week sessions. Our courses are open to anyone with a high-school diploma or the equivalent and no application is required to enroll. We also offer a selection of graduate courses through the Woods College of Advancing Studies Master's programs. Most summer classes are 3 credits, unless specifically noted in the course description and meet twice a week for 6 weeks; exceptions noted in individual course descriptions in this catalog.

## THE BOSTON COLLEGE EXPERIENCE PROGRAM

The Boston College Experience provides motivated high school students the opportunity to live and learn as students at Boston College. Through adherence to our Jesuit mission, our programs focus on exposing students to a rich and rewarding college experience through coursework, extracurricular activities and reflection. Built into the programs are activities that help to prepare students for their college search and the transition into college life. Students will participate in service learning activities, culture and social outings all while enjoying the beautiful city of Boston over the summer.

For more information about dates, requirements, and costs, please visit the Boston College Experience website at [www.bc.edu/bce](http://www.bc.edu/bce).

## CONTACT INFORMATION AND OFFICE

### LOCATION

Office of the Dean  
James A. Woods, S.J. College of Advancing Studies  
St. Mary's Hall South, Ground Floor  
Boston College  
Chestnut Hill, MA 02467  
(617) 552-3900

For further information, visit the following websites:

- Woods College of Advancing Studies: [www.bc.edu/woods](http://www.bc.edu/woods)
- Summer Session: [www.bc.edu/summer](http://www.bc.edu/summer)
- The Boston College Experience Program: [www.bc.edu/bce](http://www.bc.edu/bce)

## Accounting

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADAC1081 Financial Accounting (Fall: 4)

##### Offered Annually

A basic accounting course. Financial statements, fundamental accounting concepts, procedures, terminology and contemporary financial reporting are introduced using state-of-the-art business software.

*The Department*

#### ADAC3083 Intermediate Accounting I (Fall: 4)

*Prerequisites:* ADAC1081 and ADAC3082 or equivalent.

##### Offered Annually

Financial accounting and reporting standards are applied to accounting theory in the development of general purpose financial statements. Explores asset valuation and income measurement statements.

*The Department*

#### ADAC3084 Intermediate Accounting II (Fall: 4)

*Prerequisite:* ADAC1081 or ADAC3082 or equivalent (Financial Accounting or Managerial).

##### Offered Annually

Measurement and reporting of liabilities, stockholder's equity, intercorporate investments, business consolidations and a thorough analysis of cash flow reporting are studied.

*The Department*

#### ADAC3125 Financial Statements Analysis (Fall: 4)

*Prerequisites:* Familiarity with Financial Accounting, Finance, Excel, and accessing data on the web.

##### Offered Annually

Introduces how financial information impacts organizational decision making. Examines accounting theory and practice, information

presentation, market valuations of companies, investment decisions relative to debt, budgeting and forecasting. Topics include financial statements, financial condition analysis, present value, time value of money, budgeting, long-term asset and liability decision making as well as the influence of the Financial Accounting Standards Board (FASB). Case studies expand discussions.

*The Department*

#### ADAC3500 Audit (Fall: 4)

##### Offered Periodically

This course is designed to provide an introduction to auditing. The objectives include understanding the principle thought process behind an audit and the practices used by public accountants in examining financial statements and supporting data. The course will cover the processes related to audit planning and the basic procedures in the execution of an audit. The course will also address other types of audits including reviews of borrowing base certificates.

*The Department*

## Biology

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADBI1123 Nutrition for Life (Fall: 4)

##### Offered Annually

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*

#### ADBI2010 Eating and the Environment (Spring: 4)

##### Offered Periodically

There is no bigger impact on Earth than agriculture, and food consumption has the single largest impact on our health. Eating and the Environment focuses on themes of industrialized and sustainable agriculture, including: soil resources and pollution; water and air pollution; pesticides, herbicides and fertilizers; the farm bill; tropical deforestation; food additives and nutritional supplements; food safety and emerging infectious diseases; meat and dairy sustainability ramifications; GMOs; and climate change. We will have a series of pro/con debates in the class, where students will investigate both sides to a topic and to formulate a concrete opinion based on scientific facts and reasoning.

*The Department*

#### ADBI2020 Natural Resource Materials (Fall/Spring/Summer: 4)

##### Offered Periodically

*The Department*

#### ADBI3010 Energy in the Twenty-first Century (Fall: 4)

##### Offered Periodically

*The Department*

**Business Management****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADBM1052 Introduction to Organizational Behavior (Fall: 4)****Offered Annually**

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.

*The Department*

**ADBM2235 Principles of Advertising (Fall: 4)****Offered Annually**

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*

**ADBM3075 Negotiation (Fall: 4)****Offered Annually**

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*

**ADBM3300 Advanced Advertising (Fall: 4)**

*Prerequisite:* Must have successfully completed Principles of Advertising.

**Offered Annually**

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. Topics include market and media planning, advertising and creative strategy for traditional and electronic markets, competitive positioning and how each influences the effectiveness of a campaign.

*The Department*

**ADBM4300 Business Ethics (Fall: 4)****Offered Periodically**

*The Department*

**ADBM5005 Leadership: Theory and Practice (Fall: 3)**

Cross listed with ADGR8044

**Offered Annually**

**ADBM5005 is restricted to students in the Management Certificate Program.**

Student must have access to computer with webcam. Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations. Course will require monitoring and posting to the virtual classroom on Canvas 2–3 days each week to submit work and engage in on-line discussion.

*The Department*

**Criminal and Social Justice****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADCJ1001 Introduction to Criminology (Fall: 4)****Offered Periodically**

This course provides an introduction to the study of crime, deviance, and the criminal justice system. Specifically, this course is a survey of the causes and effects of criminality (sociological, psychological, biological, etc.) and the means taken to cope with criminal behavior. Emphasis is placed on the social context of crime, including examination of how different types of crimes relate to theory. Finally, the course will look ahead into the future of criminal theory.

*The Department*

**ADCJ3010 Criminal Law (Fall: 4)****Offered Periodically**

This course introduces students to the elements and classification of crimes, defenses, procedure, punishment, and evidentiary issues within the American criminal judicial system. In addition to the text materials, students will review and discuss selected cases and current events to analyze the evolution of criminal law in our society.

*The Department*

**ADCJ3033 Inside-Out: Perspectives on Crime, Corrections, and Justice (Fall/Spring/Summer: 4)**

*Prerequisites:* With permission of the Department. Due to the unique nature of this course, registration is by application only. For more information and to obtain an application, please email: [delsesma@bc.edu](mailto:delsesma@bc.edu).

**Offered Periodically**

This Inside-Out course is an opportunity for a group of students from Boston College and the Suffolk County House of Correction to exchange ideas and perceptions about crime, corrections and justice. It is a chance for all participants to gain a deeper understanding of the United States criminal justice system through the integration of theoretical knowledge and practical experience achieved in meetings throughout a semester. Topics include causes and definitions of crime, criminal justice institutions, myths and realities of prison life,



experiences of crime victims, theories of punishment and rehabilitation, and the relationship between crime and community. For most sessions, class will meet at the Suffolk County House of Correction.

*The Department*

### Communication

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADCO1005 Introduction to Communications (Fall: 4)

##### Offered Annually

Introduces the four main divisions in communication studies: interpersonal communication, mass media theory, group and organizational communication. Examines the influence and impact of electronic communication. Practical application of theory focuses the course.

*The Department*

#### ADCO1020 Survey of Mass Communication (Fall: 3)

##### Offered Annually

Surveys the political, social, and cultural forces that influenced the development of the media. Topics include media history, governmental regulation issues, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

*The Department*

#### ADCO1030 Public Speaking (Fall: 3)

##### Offered Annually

**This is a performance course.**

While introducing the theory, composition, delivery and criticism of speeches, course attends to four key communication elements: message, speaker, audience and occasion. Explores various modes and varieties of speaking.

*The Department*

#### ADCO1208 Entertainment Media (Spring: 3)

##### Offered Annually

Focuses on the study of entertainment media from historical, critical and practical perspectives. Topics include film history, broadcast history, video games, the Internet, screenwriting and sports media. Projects include film reviews, short screenplays and analyses of how television networks make business decisions. In addition to lectures and screenings, the class includes a variety of practical exercises and guest speakers from across the entertainment industries.

*The Department*

#### ADCO2240 Public Relations (Fall/Spring: 3)

##### Offered Annually

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)

##### Offered Annually

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*

### Corporate Systems

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADSY1140 Research: Techniques and Processes (Fall: 4)

##### Offered Annually

Recommended as the first course, it examines the logic of research design and explores how data are approached, collected and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate and challenge specific applications and to suggest alternative interpretations. Online databases, the World Wide Web, and the internet expand options.

*The Department*

#### ADSY1143 Corporate Communication (Fall: 4)

##### Offered Annually

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)

##### Offered Annually

**No auditors.**

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.

*The Department*

#### ADSY5001 Leadership and Innovation (Fall: 4)

**Cross listed with ADGR7730**

##### Offered Periodically

Positioning organizations and individuals for success amid volatile global financial, economic, technological and political uncertainty demands principled, insightful leadership as well as imaginative, innovative and operational expertise. This course examines disruptive sources (including fraud, scandals), the accelerating pace of change which renders past experience and knowledge insufficient, and the need for leaders making decisions about the future to think and behave like innovators. The focus is on creating open optimistic climates that engage employees,

develop skills and talents, and promote continuous knowledge sharing, smart work designs and creative problem solving. The course explores strategies critical to influencing performances and implementing customized responses to motivation, morale and performance issues.

*Michael Connolly*

## Economics

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADEC1131 Principles of Economics I/Microeconomics (Fall: 3)

**Offered Annually**

Course introduces the market system. Topics include the household and the firm, supply and demand, price and output determination, resource allocation, and income distribution. Examines the role of government and alternative economic systems, the changes brought about as the economy moves from a physical to a digital market.

*The Department*

#### ADEC1132 Principles of Economics II/Macroeconomics (Fall: 3)

**Offered Annually**

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*

#### ADEC2210 Behavioral Economics: an Emerging Perspective

(Fall: 4)

**Offered Annually**

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.

*The Department*

#### ADEC2500 Elementary Economic Statistics (Spring: 4)

**Offered Annually**

**No calculus background required.**

This course equips students with the techniques of analysis and interpretation of quantitative data. Topics considered are descriptive statistics, basic probability, discrete and continuous probability distributions, sampling and estimation, testing statistical hypotheses, correlation and regression, and analysis of variance.

*Marie Clote*

#### ADEC3201 Microeconomic Theory (Fall: 3)

*Prerequisite:* Principles of Economics.

**Annually**

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.

**Offered Annually**

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*

#### ADEC3371 International Trade (Fall: 4)

**Periodically**

**Students can be concurrently enrolled in the Econometrics course.**

This course introduces students to the leading questions in the field of international trade, such as, Why do countries trade? Who gains? Who loses out? The course explores the gains from trade, the impact of tariffs and non-tariff barriers to trade. The course also examines the justifications for trade protection, its effects on the economy, historical and contemporary U.S. trade policy and the economics of regional and multilateral trade agreements.

*The Department*

#### ADEC3500 Social Policy Analysis (Spring: 4)

**Periodically**

This course introduces the role of social policy analysis in explaining the ideological, institutional and scientific foundations of the modern “social welfare state.” The course covers social policy modeling, normative political theory and distributive theories of justice, rights, opportunities, equality, social equity and poverty. Theories are tested with applications in four major social policy areas: employment, health, housing and welfare.

*Michael Rife*

#### ADEC3510 Mathematics for Economists (Fall: 4)

*Prerequisite:* Differential Calculus (Calculus 1).

**Periodically**

**This course is an upper-level Economics elective, and it also fulfills Calculus II requirement for the M.S. in Applied Economics. It does not count toward degree in the M.S. in Applied Economics.**

This course introduces students to mathematical methods used in the analysis of economics and business problems. It focuses on multivariable calculus, optimization, and its economic applications. This includes optimization with equality constraints, utility maximization and consumer demand, and Kuhn-Tucker conditions. The course concludes with lectures on economic dynamics and the application of integral calculus to problems in investment and capital formation, present value analyses, and economic growth models.

*The Department*

## English

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADEN1052 Introductory College Writing (Fall: 4)

**Offered Annually**

Course presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression. Opportunities for revisions heighten self-confidence.

*The Department*

### ADEN1053 Introductory College Writing for Non-Native Speakers (Fall: 4)

#### Offered Annually

Designed for non-native English speakers who for personal/professional interests wish to sharpen their writing skills. In a supportive environment, students study the finer points of grammar and punctuation, patterns for composing sentences, paragraphs, and essays. Analysis of literature enhances critical reading and writing skills. Weekly writing exercises build confidence.

*The Department*

### ADEN1054 College Writing (Spring: 4)

#### Satisfies Writing Core Requirement for the Woods College

#### Offered Annually

This course, which introduces flexible strategies for approaching each stage of the writing process, prepares students to succeed in their college-level writing. Students learn from readings that illustrate conventions and techniques of composition and from their own regular practice in drafting, revising, and editing.

*Dustin Rutledge*

### ADEN1060 Literary Works (Fall: 4)

#### Offered Annually

This course offers students a concentrated, introductory study of drama, poetry, fiction, and creative nonfiction. Students read a selection of contemporary works, learning how to analyze and appreciate literature.

*The Department*

### ADEN1096 The Craft of Writing (Fall: 4)

#### Offered Annually

Introductory course addressing frequent problems in writing. Students write short weekly papers that encourage the development of individual strategy and style. Class essays, as well as creative prose works, provide models. Course is an elective or alternative for Introductory College Writing.

*The Department*

### ADEN1161 Crime, Criminals, and the Courts (Fall: 4)

#### Offered Periodically

Real life crime captivates our sense of intrigue, imagination and our investigative nature. The Whitey Bulger saga, the Lindbergh kidnapping, the Lizzie Borden case, the Boston Strangler murders and the Charles Manson family are just some of the fascinating cases that enthrall the public. Analyzing alleged criminals, their suspected motives, and the justice system, students discover how true crime writers master the art of recreating and retelling notorious crimes. Videos and guest lecturers supplement class discussions.

*McAleer*

### ADEN1203 Social Networking in the Digital Age (Fall: 4)

#### Offered Annually

Social networking sites like Facebook and Twitter have, for better or worse, changed the nature of friendship. Today people meet, converse and interact online. Networks connect people across continents, enable collaboration from afar, facilitate sharing of news and information, offer group support, and provide a vital means of communication for the elderly and the housebound. Social networking also raises many questions, among the troubling developments: power-users “collect” friends; digital conversations are easily misinterpreted; news is sometimes skewed and traditional news outlets undermined; and conversations, once

private, are now visible to entire networks. Readings, discussion and reflection explore the positive and negative aspects of social networks, providing a rich palette for writing.

*Thomas MacDonald*

### ADEN1213 Cityscapes: Literary Portraits (Fall: 4)

#### Offered Annually

Cities offer authors rich geographic and imaginative space in which to explore quests for life, love, happiness, excitement and success. Course explores how authors invest the urban landscape with symbolic meaning so that the setting almost becomes another character in the text. Discussion focuses on how setting affects character, including urban socialites, capitalists, gangsters and entrepreneurs. Readings include Edith Wharton’s *House of Mirth*, F. Scott Fitzgerald’s *The Great Gatsby*, Ralph Ellison’s *Invisible Man*, Toni Morrison’s *Jazz*, Ron Suskind’s *A Hope in the Unseen*, and select poetry and drama.

*The Department*

### ADEN1244 Film: Literature and Law (Spring: 4)

#### Offered Periodically

Interest in the rapport between film and literature as it relates to the law intrigues us as much today as ever. Literature captures the drama of a legal trial or an investigation into a brutal, racial murder. Film then takes this rich material and shapes it into a compelling form with dynamic visuals and other narrative techniques. The course explores the power of story-telling and the impact of film to embody and inhabit law and its relationship to ideas about inferiority, liberty, citizenry, race, justice, crime, punishment, and social order. Film adaptations from short stories, plays, and novellas will comprise the body of the curriculum.

*John Michalczyk*

*Susan Michalczyk*

### ADEN1287 Popular Fiction: Action Thrillers (Fall: 4)

#### Offered Annually

James Patterson has defined action thrillers by the “intensity of emotions they create ... of apprehension and exhilaration, of excitement and breathlessness. ... By definition, if a thriller doesn’t thrill, it’s not doing its job.” John Grisham, Dan Brown, Stieg Larson, Michael Crichton, Tess Gerritson, Thomas Harris—whether legal, political, military, medical, psychological or sci-fi writers—nonstop action, precarious situations, hair-raising suspense, and heroic characters all exemplify the best thrillers. Course examines the various thriller genres, the control of pacing, the treatment of time, the use of language, and the manipulation of event. Students come to understand and work with the ways authors tell a story and sense what is essential for making fiction.

*The Department*

### ADEN1300 Youth in Twenty-first Century (Fall: 4)

#### Offered Annually

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 and youth as consumers and producers. Examines growing up without a childhood, the impact of dislocation, instability, youth’s political activism, the emergence of “teen-age,” “student,” and “young adult” as social constructs and how these interact with categories of race, gender, and identity. Readings include: *A Thousand Splendid Suns*, Khaled Hosseini; *Life of Pi*, Yann Martel;

*Secret Life of Bees*, Sue Monk Kidd; *Coming of Age in Mississippi*, Anne Moody; *The Next Better Place: A Father and Son on the Road*, Michael Keith; *Twilight*, Stephanie Meyer.

*The Department*

**ADEN1390 Global Literature (Fall: 4)**

**Offered Periodically**

Global literature goes beyond the notion of the globe as a physical geographic entity and transcends national boundaries to comment on the most prevailing aspects of the human condition. This course will attempt to redefine the borders of the world we live in through narratives that recognize the many conflicting issues of race, language, economy, gender and ethnicity, which separate and limit us, while also recognizing that regardless of the differences in our stories, we are united by our humanity. Through literature, students will journey across continents, countries, cultures and landscapes, to reflect on various renditions on the human experience. Writers will include: Aravind Adiga (India), NoViolet Bulawayo (Zimbabwe), Edwidge Danticat (Haiti), Yu Hua (China), Dinaw Mengestu (Ethiopia), and Marjane Satrapi (Iran).

*Akua Sarr*

**ADEN1413 New World Classics (Fall: 3)**

**Annually**

Course explores six classics of American fiction and the distinctive American form and style which emerges.

*The Department*

**ADEN1572 Techniques of Precise Expression (Fall: 4)**

**Offered Annually**

With instant communication, delivering the message fast sometimes seems to trump getting it right. Yet, whether communicating in business, disseminating information online or blogging for pleasure, writing clearly, with precision, economy and style, is more important than ever. Course expands powers of expression, develops a large and vital vocabulary and enables learners to write and speak with precision. Sharpens writing skills through exercises and brief assignments, with special attention paid to writing for the web.

*The Department*

**ADEN2233 The Road Trip in Literature and Film**

**(Fall/Spring/Summer: 4)**

**Offered Periodically**

In both literature and film, the road trip offers opportunities to reflect upon life's journey, across familiar and unknown pathways. Literary and cinematic techniques engage both reader and viewer on issues of the universal experience in this variation of the traditional symbolism for recognizing patterns on a journey that is both individual and collective. Travel, constant movement and change, provide an alternative way of seeing life and challenging established conventions. Whether by plane, train, boat, car, or on foot, following the road trip in literature and film presents another means of seeing patterns along life's pathways. The course will compare traditional and modern interpretations of the genre through works, at times poignant, at times light-hearted, that revolve around personal search for identity and meaning, as well as broader socio-political issues. Examples include: *The Odyssey/O Brother Where Art Thou*, *Chef/The Hundred-Foot Journey*, *El Norte/The Golden Door*, *Motorcycle Diaries*, *Breaking Away*, *Little Miss Sunshine*, and *On the Road/Easy Rider*.

*The Department*

**ADEN2255 Women Writers of the Mid-nineteenth Century:**

**Domestic and Sentimental Fiction (Fall: 4)**

**Periodically**

*The Department*

**ADEN3050 Nineteenth-Century American Frontier Literature**

**(Fall/Spring/Summer: 4)**

**Offered Periodically**

This course considers the literature of the U.S. westward expansion ("Manifest Destiny"), from James Fenimore Cooper's New York wilderness to the expeditions of Lewis and Clark's Pacific Northwest. Through a literary lens, this course explores the mythic notion of the fortune seeker and cowboy versus the realities of frontier settlements; and the unique notion of Americanism that emerged through these themes.

*The Department*

**ADEN3500 Writers and the Catholic Imagination (Spring: 4)**

**Offered Biennially**

Boston College's Jesuit Catholic tradition encourages students to "find God in all things." This course examines spiritual expression in a sample of modern and contemporary Catholic literature, including short stories, poetry, film, and creative nonfiction. How does Catholic literature provide unique opportunities for reflection, even inspiration? How do spirituality, art, and human experience intersect? As students learn about Catholicism to better understand literary texts, and vice versa, they explore the themes, questions, and formal and literary techniques that inform the Catholic imagination.

*Dustin Rutledge*

**ADEN3505 The Art of Creative Writing (Fall/Spring/Summer: 4)**

**Offered Periodically**

This course explores the creative in creative writing, prompting students to study and practice the subject in a broader artistic context. Students will have the opportunity to write in multiple genres (poetry, fiction, creative nonfiction, and playwriting), concentrate in one genre, and discuss one another's work. Students will learn further by examining not only published creative writing, but also artworks in photography, music, dance, sculpture, and painting. The course emphasizes the process and technique—the art—of creative writing, highlighting deep structures, principles, and methods that operate in many forms of creative expression.

*The Department*

## Fine Arts

### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADFA1265 History of American Architecture (Fall: 4)**

**Offered Annually**

Introductory course investigates American architecture from the first European settlement to the present. Within the context of cultural, political and technological change, students investigate the process whereby society leaves its legacy to posterity through its buildings. Attention focuses on the influence of such factors as tradition, environment, stylistic change, the inventiveness of individual architects, and the impact of technology.

*The Department*

**ADFA1800 Introduction to Theater (Fall: 4)**

**Offered Annually**

This course examines the form and meaning of theater in civilizations from the ancient Greeks to modern times and is designed to expose the student to the live performance experience through the study



of various elements of theatre and performance, the history of theatre, and dramatic literature. Attention is paid to the relationship between live performance and other mediatized forms, like film and television, with which the student likely will already be familiar. Students will be required to read and analyze various plays and films of plays, to view two live productions, take walking tour of Boston College theatre spaces, and to explore the process of theatrical production.

*The Department*

### Finance

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADFN1045 Investments: Stocks, Bonds, Securities Market (Fall: 4) Offered Annually

**Familiarity with Introductory Finance is recommended but not required.**

Course explores tools to better understand the complex financial investment which all investors have access to and must now use to meet their long term financial objectives. In periods of economic and financial uncertainty, financial knowledge is critical to achieving greater financial security. Focus is on two key elements of the investment process—security analysis and portfolio management. Security analysis involves understanding the characteristics of various securities such as stocks, bonds, options, and futures contracts in the marketplace. Portfolio management is the process of combining individual securities into an optimal portfolio tailored to the investor's objectives and constraints.

*The Department*

#### ADFN1048 Personal Finance: Your Money and How to Use It (Fall: 4)

**Offered Annually**

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*

#### ADFN3041 Principles of Financial Management (Fall: 4)

*Prerequisite:* Financial Accounting or equivalent.

**Offered Annually**

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*

### Geology

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADGE2500 Natural Disasters and Catastrophes (Fall: 4) Offered Periodically

The course "Natural Disasters and Catastrophes" is global treatment of environmental history and science of natural and man-made disasters. The class presents basic science, along with detailed case studies of past and present events. The course examines a range of disasters including volcanoes, earthquakes, floods, tsunami, fire, landslides, hurricanes, famines, pandemic diseases, meteorite impacts, and hurricanes. Class lectures and discussions will highlight the role of science in studying natural disasters and will describe the mechanisms responsible for these phenomena. Nightly readings will expand upon, and galvanize students' newfound knowledge using a range of case studies. Natural Disasters and Catastrophes traces the transition of our understanding of disasters from religious and superstitious explanations to contemporary scientific accounts.

*The Department*

#### ADGE2505 Wetlands (Fall: 4)

**Offered Periodically**

This course is intended for students interested in wetland environments. You will learn classification systems, origins, and natural processes of wetland environments. We will discuss wetlands across the globe, including boreal, temperate, and tropical climates. We investigate hydrology, soils, and vegetation and their relationship to ecosystem processes, societal values, and management. We examine human use, modification, exploitation, jurisdiction delineation, and management options, along with legal and political aspects of wetlands. This is a broad course, also encompassing forestry, coastal management, energy, climate change, agriculture, history, and ecosystem succession.

*The Department*

### History

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADHS1081 Modern History I (Fall: 3)

**Offered Annually**

Survey of the great ideas of the Western tradition from the Renaissance to the French Revolution. The focus is on the rise of the modern state in Germany (Holy Roman Empire, Treaty of Westphalia), England (Glorious Revolution and the roots of constitutional rule), and France (Divine Right Absolutism), the relationship of religion and politics (which suffers more, religion or politics?), and early modern European culture (Renaissance, Baroque, Rococo, Classicism) as well as Europe's interactions with Asia, Africa, and the Americas. Each class consists of a slide lecture and primary source-based discussion.

*The Department*

#### ADHS1092 Modern History II (Fall: 4)

**Offered Annually**

Survey of European history in global context from the revolutionary movements of the late enlightenment in Europe and in the Americas to the revolutions in Europe, Africa, and elsewhere at the end of the twentieth century. The focus will be on the post enlightenment responses to the fundamental questions of human existence as well

as economic social and political organization from conservatism and capitalism to Marxism and fascism, as well as the relationship between Westerners and peoples all over the globe.

*Martin Menke*

**ADHS1125 Diplomatic U.S. History (Fall: 4)**

**Offered Annually**

An overview of the main developments of United States diplomatic history from its earliest beginnings to the present day. A look at how United States foreign relations emerged from revolutionary impulses to become a significant feature of American life. Uncovers the underlying trends during this period to see how the U.S. transformed itself from a collection of thirteen colonies into a major superpower. Issues of class, gender and race are at the fore as we discover how the United States came to integrate itself into the world community of nations.

*The Department*

**ADHS1127 America Between the Wars (Spring: 4)**

**Offered Periodically**

A survey of the years 1918–1945, covering the Roaring Twenties, the Stock Market Crash, the Depression, the New Deal and the American involvement in World War II. Course investigates the political events of these years, the changing patterns of American life, the social and cultural trends, and the emergence of America as an international power.

*The Department*

**ADHS1130 History of Boston: Puritans to Patriots (Spring: 4)**

*Prerequisites:* Any two semesters of HIST1001 through HIST1094.

**Offered Periodically**

Course covers the history of Boston from its founding through the momentous events of the seventeenth and eighteenth centuries when Boston became the second most important city in the British Empire. During the tumultuous eighteenth century, Boston significantly expanded financially and geographically, becoming the capital of New England before facing a number of difficulties in the mid-1700's. Course traces Boston's central role in the American Revolution, with an emphasis on Adams, Revere and others, as well as the Boston Massacre, the Tea Party and the Battle of Bunker Hill. We will then focus on how Boston reinvented itself after independence to become by the 1820's, the "Hub of the Universe."

*The Department*

**ADHS1133 Modern America 1945–Present (Fall: 3)**

**Offered Annually**

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)**

**Offered Annually**

Focuses on events in Europe to view how the world community of nations defined their role in and came to terms with the twenty-first century. Novels, memoirs, essays and documentaries reveal the events and decisions that forced or allowed nations to define themselves in the modern world. Topics include Europe and World War I; the Great Depression; World War II; decolonization and the Cold War; and resurgent nationalism and the new world order, globalization, and terrorism. Books include *Regeneration*, Pat Barker; *The Road to Wigan Pier*, George Orwell; *The European Home Fronts*, Earl Beck; *Blood and Belonging*, Michael Ignatieff; and brief readings.

*The Department*

**ADHS1177 Resistance: Call to Action (Fall: 4)**

**Offered Annually**

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas and final composite failure. What makes resistance permissible, legitimate or even mandatory? Do the Gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation and alternative strategies enriches class insight. Guest speakers.

*The Department*

**ADHS1185 A Half-Century of American Film (Fall: 4)**

**Offered Annually**

A brief history of American film from the days of the silent nickelodeon through the end of the Romantic years of the 50s. Films are viewed, analyzed and discussed.

*The Department*

**ADHS1209 Sports in America (Fall: 4)**

**Offered Annually**

*The Department*

**ADHS1263 Hitler, the Churches, and the Holocaust (Fall: 4)**

**Offered Annually**

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*

**ADHS2110 Art, Politics, and Propaganda: Birth of the Nation State 1300–1700 (Spring: 4)**

**Offered Periodically**

This course examines the crucial role of art and politics in the creation of the nation state during the Renaissance. We will look specifically at the Tudor and Stuart era in England and Scotland in order to examine the intersection of art and artists and the politics of the time. In placing art in its historical context, we will investigate how the Tudor and Stuart dynasties used art (paintings, poetry, plays, and literature) as a way of engendering and solidifying the concept of the nation state. We hope to discover the role played by political factors, and various art forms, in confirming the legitimacy of the nation state in England between 1300–1700.

*The Department*

**ADHS3022 From the Mongols to the Manhattan Project: The History of our Globalized World (Fall/Spring/Summer: 4)**

**Offered Periodically**

This course traces changes in political, economic, and cultural ideas and realities from the thirteenth century to the modern era. Focusing on global themes and their regional impact, we will examine the development of political and social structures, the establishment of global trade and empires, the use of violence to create order, the changing roles of religion, and the impact of large-scale migration. World-changing ideas do not emerge in isolation; examining political,

economic, and cultural interactions as they developed in the early modern and modern world will begin to provide insight into the origins of today's interconnected world. The goal of this course is to help students understand the world in which we live by studying the broad trends of global history over the past 800 years. We will begin by examining the complex and dispersed legacies of Early Modern empires, then follow the flow of global change that resulted from human exchange and conflict through the Age of Discovery, the Enlightenment, the Industrial and Political Revolutions of the eighteenth century and the Age of Empire before exploring the extremes of the twentieth century, where human ingenuity hit new heights of creativity and destruction.

*The Department*

### Information Technology

#### Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### ADIT1300 Coding Boot Camp (Summer: 3)

Offered Periodically

No auditors.

During this two-week summer coding boot camp (which is followed by self-paced online exercises to be completed at your own pace, on your own schedule, through the end of July) students are taught the fundamentals of coding using HTML, the markup language that every website and many mobile phone apps are built with, and the industry-standard JavaScript programming language. Designed specifically for individuals who have never programmed before (or have very little prior experience), this camp teaches participants how to create their own websites from scratch and how to bring them to life with JavaScript.

*The Department*

#### ADIT1340 Exploring the Internet (Fall: 4)

Offered Annually

No prior web-development experience and no prerequisites are required. Course is a prerequisite for all programming courses. No auditors.

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.

*The Department*

#### ADIT1341 Social Media: To the Web and Beyond (Fall: 4)

Offered Annually

No auditors.

This course addresses current and forthcoming social media technologies, websites, software programs and mobile apps (iPhone and Android apps) with a special focus on privacy and security. Rich and interactive forms of communication, collaboration, and socialization are the heart of social media, but come at a price: privacy breaches, identity theft, cyber-stalkers and "online addictions" are among the many issues that we must grapple with. In this unique course students learn how to harness the power of social media while protecting themselves and guarding their privacy. Technologies covered in this course include social networking (Facebook, Google+, LinkedIn, Tinder, Snapchat, etc.); video and photo sharing (YouTube, Vimeo, Twitch,

Instagram, Imgur, etc.); video games and virtual worlds (Minecraft, World of Warcraft, League of Legends, Second Life, etc.), as well as a forthcoming generation of social media technologies.

*The Department*

#### ADIT1348 Information Systems Applications (Fall: 4)

*Prerequisites:* Familiarity with Windows and Macintosh operating systems a plus.

Offered Annually

No auditors.

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, web page 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.

*The Department*

#### ADIT1349 Collaborative Computing (Fall/Spring: 4)

Offered Biennially

**Comfortable using the Microsoft Windows or Macintosh operating system, including being fully experienced with the process of installing new software on your own computer. Tablets and low-powered computers are not capable of running the graphics software required for this course. A traditional desktop or laptop computer is required.**

This online course explores collaborative computing principles using familiar social media apps and tools (such as Google Documents, Google Hangouts, Facebook, Twitter, YouTube, Tumblr, and more), distributed computing technologies (such as Bitcoin, Ethereum, and related cryptocurrencies), peer-to-peer file sharing (such as BitTorrent), brute-force hacking "robot networks" and "zombie networks," virtual reality, virtual worlds, video games, and standard business software. During this course students explore the collaborative use of versatile and powerful state-of-the-art desktop, mobile and web applications. Topics covered include operating systems, word processing, spreadsheets, presentation tools, network applications and protocols, client/server applications, network architectures, web publishing, and collaborative document concepts.

*The Department*

#### ADIT1350 Introduction to Programming (Fall: 4)

*Prerequisites:* Comfortable using Microsoft Windows or Apple Macintosh computers (including downloading and installing software), web browsers, and email.

Offered Biennially

An immersive education course. No auditors.

This course teaches students the fundamental concepts of programming (coding). First we will define what a programming language is and then we will learn its grammar and syntax. We will learn about variables, conditionals, and iteration. We will also learn about arrays, functions, and objects. We will use the industry-standard JavaScript programming language to put into practice all of these concepts. Designed specifically for individuals who have little-to-no programming experience, this course teaches participants in a project based environment how to code JavaScript, the language of the web. During this course students will: (1) learn how to think of problems logically and computationally, (2) use programming tools to express themselves creatively as they learn the fundamentals of coding, (3) and create real-world applications.

*The Department*

**ADIT2000 Computer Security (Fall: 4)****Offered Biennially**

This course provides a strong starting foundation for understanding the complex threats system managers face today and what they need to do to harden their systems against attack. Today's business system managers need to understand these threats and know how to protect their digital assets. Students in this course will look at computer security through a variety of lenses. Specific topics will include: protecting the physical infrastructure, computer system design considerations, identity and access management functions and how they fit in, the role of network security tools, the importance of audits and having the right security processes and policies in place, business continuity and disaster recover planning, managing vendor contracts and special consideration for cloud-based systems, and ethical considerations.

*The Department*

**ADIT3308 Project Management (Fall/Spring/Summer: 4)****Offered Periodically**

Participation in IT projects can happen from a variety of angles; from individual contributor, to project team member, to project manager and executive sponsor. As such, this course will take a 360-degree perspective on project management, incorporating the important peripheral elements that influence the discipline. This course will help students develop practical skills for functioning in a variety of roles on projects, including project manager, while developing an appreciation for the importance of governance and project and portfolio management (PPM) in an IT environment, looking at the concept and the practice of projects from the perspective of participant, practitioner, and executive sponsor.

*The Department*

**ADIT4058 Systems Architecture (Fall/Spring/Summer: 4)**

*Prerequisite:* ADIT1350.

**Offered Periodically**

**This course requires no software development requirements or experience.**

This course provides the fundamentals for a student's career as a Software Systems Engineer. The student will learn the various Software Development Life Cycles including Waterfall, Extreme Programming, and Agile. The student will analyze software architecture patterns and qualities such as scalability and maintainability. This course will also cover the various tiered approach to software architecture such as the data, business logic and presentation layered approach. The student will also investigate the latest and future architecture approaches such as cloud, big data, and robotic and intelligent automation.

*The Department*

**Journalism****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADJO2230 Of Human Interest: Writing Stories That Matter**

**(Summer: 3)**

**Offered Annually**

To be a nonfiction writer is to be granted a license to explore the world and to describe it in a way that helps readers see that world more clearly. The goal of this course is to expand your powers of self-expression, whether you're writing a movie review, a personality profile, a trend piece, a speech, or a personal essay. We will learn how to use

narrative techniques to add power to your writing and tap into your inner storyteller. By the end of the course, you will possess the craft skills and the vocabulary to write stories that matter.

*Don Aucoin*

**ADJO2290 Investigative Journalism (Fall: 4)****Offered Annually**

Whether your interest lies in the human interest story, breaking news, the expose or in honing your critical thinking and writing skills, this course offers the practical skills necessary for mastering journalistic form, drawing on credible sources, reporting the facts and sharpening your inquiry and interpretive skills. This course introduces the public documents on which investigative reporters depend and the various locales, City Hall, State House, courthouses, where such records reside. Students learn how to access, read, and interpret records which inform decision making.

*Stephen Kurkijian*

**ADJO3349 Politics and the Media (Summer: 3)****Offered Annually**

An analysis of mass media's impact on the workings of the American system. The media's interaction and influence on political institutions, on the presidential selection process, on national and international events, on office holders, politicians, heads of state and the treatment of economic upheaval and violence are analyzed. Considers the media's role in the coverage of war, especially in a terrorist world.

*Marie Natoli*

**Law****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADLA1101 Law for the Layperson (Fall: 4)****Offered Annually**

It is often said we are a society of law and not people. This course examines how the law affects individual lives. After an introduction to the legal system, the class deals with citizen's rights and responsibilities under the U.S. Constitution. Topics include constitutional law, basic contract problems, criminal law, issues of fraud and privacy in an electronic age, developments in simplifying legal concepts, property, tort as well as family, juvenile, and business law.

*The Department*

**ADLA1141 Family Law (Fall: 4)****Offered Annually**

The family as we know it is not simply the result of chance. Its existence is defined and reinforced by law. Examines the civil laws applicable to husband-wife and parent-child relationships, and current challenges to traditional laws. Socio-economic as well as legal aspects of marriage, adoption, abortion, divorce and child custody are considered.

*The Department*

**ADLA3001 Criminal Justice (Fall/Spring/Summer: 4)****Offered Periodically**

*The Department*

**ADLA5053 Employment and Labor Law (Spring: 3)****Cross listed with ADGR8053****Offered Annually**

This introduction to the rapidly evolving law of the workplace focuses on how the law works in practice today providing important information for employees and managers. Looks at traditional common law such as



“Employment At Will” and areas of employment law topics including hiring, promotion and termination, workplace security, privacy and safety, compensation and benefits, immigration, and labor-management relations. Course also covers the various laws prohibiting discrimination in the workplace, with a focus on federal statutes and regulations as well as the emerging legal issues around Social Media in the workplace.

*The Department*

## **Marketing**

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **ADMK1150 Marketing: An Overview of Principles and Practices (Fall: 4)**

##### **Offered Annually**

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)**

##### **Offered Annually**

Course explores marketing strategies in developed and emerging international markets. It examines the similarities and differences in marketing functions with respect to cultural, economic, ethical, political and social dimensions. Looks at the opportunities and challenges facing access to new markets, the availability of resources, supplies and innovative ideas.

*The Department*

## **Mathematics**

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **ADMT1040 Introductory College Mathematics (Fall: 4)**

##### **Offered Annually**

This course is designed to easily and comfortably re-introduce students to learn basic math skills as well as gain knowledge of important concepts in College Algebra and problem solving. It is also intended to strengthen students' abilities to move on to other algebraic disciplines in business, social sciences, and physical sciences. Topics covered will be introduction to integers, equation solving, polynomials factoring, and rational expressions.

*The Department*

#### **ADMT1041 Intermediate College Mathematics (Fall: 4)**

##### **Offered Annually**

This continuing course will complete the remaining College Algebra topics and then familiarize students to additional branches of mathematics in the fields of elementary probability and statistics. Topics covered will be linear and systems equations, inequalities, radical expressions, quadratic equations, union and intersection, and probability and statistics. Additional topics may be introduced if time permits.

*Kenneth St. Martin*

#### **ADMT1064 Elementary Probability (Fall: 4)**

##### **Offered Annually**

This one semester course studies finite counting problems and the associated calculation of likelihood. Topics include finite sets, permutations and combinations, sample spaces, conditional probability and Bayes's Theorem, and random variables.

*The Department*

#### **ADMT1100 Calculus I (Fall: 4)**

*Prerequisite:* ADMT1054.

##### **Offered Annually**

This is a course in the calculus of one variable and is suggested for Economics majors. The course is also a prerequisite for ADEC3510, Math for Economists, and for participation in the fifth year M.S. in Applied Economics program. Topics include a brief review of polynomials and trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

*The Department*

#### **ADMT2530 Statistics (Fall: 4)**

##### **Offered Annually**

Introduction to inferential statistics covering the description of sample data, probability, binomial and normal distribution, random sampling, estimation, and hypothesis-testing.

*Daniel Chambers*

## **Philosophy**

### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **ADPL1005 Introduction to Basic Problems of Philosophy (Fall: 4)**

##### **Offered Annually**

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke, and Rousseau.

*The Department*

#### **ADPL1252 Practical Logic (Fall: 4)**

##### **Offered Annually**

Basic principles and practice of classical Aristotelian (common-sense, ordinary-language, not mathematical) logic. One of the most practical courses any learner can take on the very structure of rational thought itself and how to put this order and clarity into individual thinking.

*The Department*

#### **ADPL1309 Marriage and the Family (Spring: 4)**

##### **Offered Annually**

This course explores the significance of the most fundamental and intimate relationships, marriage and family. Through analysis of film, popular literature, social science research, philosophical sources, and theological texts, the course will survey the philosophies of personhood and relationality that function as the foundations for how we understand the historical and modern institutions of marriage. The course will consider how contemporary political, economic, ideological, and technological pressures have altered the condition of the family system and intimate relationships in the context of twenty-first century American life.

*The Department*

**ADPL1498 Philosophy of Cinema (Spring: 4)**

*Prerequisites:* Philosophy core courses completed.

**Offered Annually**

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema, both films of philosophical novels or plays or original screenplays. This course will be much more than "philosophical discussion of movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.

*Peter J. Kreeft*

**ADPL1500 Ethics (Fall: 4)****Offered Biennially**

This course will look at ethics from a social and Christian perspective. This course provides an introduction to Christian ethical modes of reflection on contemporary issues that impact class, race and gender groups. These include issues of poverty/economic justice, First World/Two-Thirds World relations, racism and sexism. U.S. citizens often identify themselves as religious persons, but less often do the hard work of connecting religious ethical traditions with social policies that impact relations among social groups. We may come up with different conclusions, but the unifying element in this course is our engagement in the difficult process of ethical discernment that is informed by both social theory (i.e., analysis of class, race and gender systems) and the Christian tradition (Catholic Social Teaching with its foundation in scripture, Thomistic ethics with its assumption that the world is defined and governed by objective moral laws, and church teaching which emanates from application of tradition and scripture to current ethical situations.) An integral component of this class is to be engaged with the world, i.e., pay attention to issues in the world that could benefit from the application of the material being discussed in class.

*Evan Clarke*

**ADPL2500 Philosophy of Human Experience (Fall: 4)****Offered Biennially**

This course examines the nature of human experience from a variety of philosophical perspectives. Drawing insights from the phenomenological, existentialist, and Thomist traditions, we consider themes such as embodiment, the experience of others, and the experience of time.

*Evan Clarke*

**ADPL3020 History of Philosophy II: Modern Contemporary**

(Fall/Spring/Summer: 4)

**Offered Periodically**

Big ideas have marked the fates of people, cultures and times. Their stories and the thinkers who articulated them are not just history, but philosophy itself. Through ordinary language and logic, we will explore the wonders and great conversations of medieval and early modern scholars through to contemporary thinkers, aspiring to arm ourselves against pressing challenges of our times. Hence, our exploration will depart from facts and will aim to stimulate philosophizing, controversy and argument on the exciting and dramatic big ideas that have shaped and continue to shape ourselves and the world.

*The Department*

**ADPL3540 Law and Morality (Fall: 4)****Offered Annually**

What is the relationship between man-made law created by the courts and the legislature and religious values? Is there a religious and

moral foundation to our civil law in the United States? What do we do when confronted by a "wrong" law such as segregation? How do we determine if a law is wrong? Should religious and moral codes be part of the fabric of decisional case law? This course will compare the classic moral thinking of such authors as Plato, Aquinas, Mill, and Locke to actual Constitutional decisions on such issues as the war on terror, capital punishment, gay marriage, sexual privacy, immigration, freedom of religion, abortion and the right to refuse medical treatment.

*James Menno*

**Political Science****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADPO1313 Executive Politics and Policy Making (Fall: 4)****Offered Annually**

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*

**ADPO1320 Election Decisions: The American Politician (Fall: 4)****Offered Annually**

The November 2008 elections pose critical choices as the essentials of a democratic society; liberty, equality, justice and openness are increasingly endangered. Course explores the new global reality, fighting terrorism while maintaining civil liberties at home, the impact of the war, and the evolving national and international policies. Political biographies and theories of ambition consider the individual politician: what impact an individual can have on public policy; what motives inspire individuals to seek public life, what motives inspire followers to follow. Probes Ronald Reagan, Jesse Jackson, George Bush, the Kennedys, John Kerry, Howard Dean, John Edwards, Ralph Nader as well as voter turnout, media bias and technology as electoral variables.

*The Department*

**ADPO3005 Comparative Politics (Fall/Spring/Summer: 4)****Offered Periodically**

This course introduces students to the comparative method in political science. In doing so it covers the fundamental concepts of political science—the logic of comparison, regime types, and institutionalism. It then goes on to look at the institutional building blocks of modern states—constitutions, executives, legislatures, electoral systems—before employing these same fundamental and institutional concepts to grapple with contemporary political questions around issues such as political violence, the rise of populism, and the impact of globalization on politics and society.

*The Department*

### **ADPO3500 Gender Politics (Fall: 4)**

*Prerequisite:* Introductory level social science course in political science, sociology, or psychology.

#### **Offered Periodically**

This course explores social, political and theological definitions of gender in American culture and society. Students will gain a deeper understanding of how gender exists in and alongside of social and political environments and how its definition impacts institutional and personal life. Drawing on such thinkers as Edith Stein, Dorothy Day, and Teresa of Avila (not exhaustive), the course provides comparative analysis of gender theories while also framing those issues within the Catholic tradition. Students will learn how to carefully evaluate the interactions between gender and various institutions including marriage, religion, government, global economies, and family.

*The Department*

### **Psychology**

#### **Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### **ADPS1100 Introductory Psychology (Fall: 4)**

#### **Offered Annually**

An introduction to the science of human behavior examining such areas as child development, social psychology, personality, psychological disorders, neuroscience, sensation, perception, cognition and states of consciousness, and psychotherapy.

*The Department*

### **ADPS1101 Theories of Personality (Fall: 4)**

#### **Offered Annually**

New developments and increasingly sophisticated technology inform and expand our understanding of the brain and human nature, personality and individual differences. The course takes a fresh look at the similarities and differences that key figures, and key research have attributed to human nature. How do genetic inheritance, environment and social factors interact to affect personality? Is personality stable or changing? How can modern psychology reconcile individual needs with those of the community? Readings consider theories of key figures and such factors as temperament, resilience, parenting, education, psychotherapy, gender, and attachment.

*Donnah Canavan*

### **ADPS1126 Dynamics of Success (Fall: 4)**

#### **Offered Annually**

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)**

#### **Offered Annually**

All of us learned on 9/11 about the impact of psychological trauma in the aftermath of terrorists events. Similarly, combat, physical and sexual abuse, family violence, family alcoholism, family breakup, sudden major illness, and other stressful life events may also result in psychological trauma. If left untreated, this acute state of psychological disorganization can evolve into a lifetime pattern of constricted

behavior and social isolation known as Posttraumatic Stress Disorder (PTSD). This course focuses on the causes and treatments of such traumatic states. Empirical research as well as clinical data are presented.

*The Department*

### **ADPS1139 Abnormal Psychology (Fall: 4)**

#### **Offered Annually**

Students are introduced to the categories used to understand normal and abnormal behavior and adjustment in Euro-American contexts. The course focuses on the specific diagnoses that are recognized in the DSM-5 and by the general medical establishment in the United States. The course provides mainstream competencies concerning diagnostic nomenclature and medical descriptions of human suffering. It also provides tools to critically analyze this system of diagnosis and approach to human suffering. In-depth consideration of psychoanalytic theory and case studies are used.

*The Department*

### **ADPS1153 Research Methods for the Social Sciences (Fall: 4)**

#### **Offered Annually**

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*

### **ADPS1160 Psychology of Emotions (Fall: 4)**

#### **Offered Annually**

Understanding the nature of human emotions, particularly how attachments and relationships develop and dissolve, suggests a closer look at concepts such as human needs, fear, aggression, love, guilt, family influence and friendship. Course examines these and related issues in the context of various literary accounts to develop a sense of the universal and changing questions of emotional development.

*The Department*

### **ADPS1202 Violence: Crimes without Boundaries (Fall: 4)**

#### **Offered Annually**

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*

### **ADPS1261 Developmental Psychology (Spring: 4)**

#### **Offered Biennially**

A look at general psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development are considered along with the theoretical and practical implications of studying age differences in behavior.

*Michael Moore*

### **ADPS1346 Organizational Communication (Fall: 4)**

#### **Offered Annually**

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.

**Offered Annually**

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*

**ADPS2272 Cognitive Psychology (Fall/Spring/Summer: 4)**

**Periodically**

*The Department*

**ADPS3010 The History of Learning Theory (Spring: 4)**

*Prerequisite:* Introductory level psychology course—Intro, Developmental, etc.

**Offered Periodically**

In this asynchronous online course, students will explore the history of learning theory in a modern-day context. Beginning briefly with Socrates and Plato, the course will transition to three types of learning theory: behaviorism, constructivism, and progressivism will a focus on theories Skinner, Piaget, Vygotsky, Dewey, and Montessori. There will be a focus on applying theory to a variety of practices and, in doing so, understanding learning processes and brain-based learning theory. Students can expect interactive discussions and project-based work. At the conclusion of the course, students will have a clear understanding of different learning theories and corresponding theorists, as well as a lens on the application of theory to practice.

*The Department*

**ADPS3243 Counseling Theories and Interventions**

**(Fall/Spring/Summer: 4)**

*Prerequisites:* ADPS1100 and ADPS1261.

**Offered Periodically**

What is psychotherapy and how does it work? What is the role of the therapist? What are the tasks of the therapist? What occurs in the relationship between therapist and patient? This course will address how various theories and perspectives address these and other questions. By comparing and contrasting different approaches to psychotherapy, students will better understand the history, theories, values, and techniques of the major schools of psychotherapy. Students will also appreciate how issues of ethics, religion/spirituality, and culture of the therapist and patient affect psychotherapy.

*The Department*

**ADPS4200 Psychology and Politics (Fall: 4)**

**Offered Annually**

This course examines the ubiquitous presence of power and politics in the context of human relationships and society. Students will emerge from this course with greater knowledge about and curiosity concerning the social, economic, political, cultural and psychological processes that shape definitions of the self and identity and that contribute to the formation of subjectivities and behaviors within given governing systems, groups and political contexts. The relationships between and reciprocating

impact of social, economic, and political forces are explored with emphasis placed on their implications for how we understand human identity, suffering, and freedom. This is an interdisciplinary course, and students will read and discuss works from the fields of psychology, political science, sociology, philosophy, anthropology and humanities.

*The Department*

**Romance Languages**

**Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADRL1161 French Literature in English I: Exile and the Kingdom (Fall: 4)**

**Offered Annually**

The pain of exile and the desire to belong are concerns poignantly expressed by writers of the French-speaking world. Themes of place and displacement, solidarity and solitude, kingdom and exile are examined in the fictional works of Gustave Flaubert (France), Marcel Proust (France), Albert Camus (Algeria/France), and Mariama Ba (Senegal). All in English.

*The Department*

**ADRL1162 French Literature in English II: Literary Testimonies (Fall: 4)**

**Offered Annually**

From the Second World War to the struggle for independence of France's colonies to present-day attempts to come to grips with issues of post-colonialism and racism, writers of France and the French-speaking world beyond France's borders have borne witness to the historical events of their time. We will study these literary testimonies in the writings of Albert Camus (Algeria/France), Jean-Paul Sartre (France), Simone de Beauvoir (France), Frantz Fanon (Martinique), Samuel Beckett (Ireland and France), and Marguerite Duras (Vietnam/France). All in English.

*James Flaggs*

**ADRL1166 Representations of Violence in Spanish and Latin American Literature and Film (Fall: 4)**

**Offered Annually**

Short stories, novellas and film will be used to investigate how Spanish and Latin American writers and directors have understood, represented, and responded to the violence of civil war and dictatorship. All writing assignments, class discussions and readings are in English.

*The Department*

**ADRL1175 Inventing Modern Literature: Dante, Boccaccio, Petrarch and Medieval Florence (Fall: 4)**

**Offered Annually**

**All writing assignments, class discussions and readings are in English.**

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.

*The Department*



**Sociology****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADSO1001 Introductory Sociology (Fall/Spring: 4)**

**Satisfies Social Science Core Requirement in the Woods College  
Offered Biennially**

This course introduces students to historic and current topics in sociology. Sociology is the study of the development, structure, function, collective behavior and collective problems of human society. The course introduces essential concepts, theories and methods of the discipline. Special topics include group interaction in everyday life, altruism and morality in social contexts, evolving conceptions of the family and other social groups, societal facets of economics, and how group conduct is shaped by conceptions of gender, race, ethnicity and class.

*The Department*

**ADSO1121 Professional Criminals (Fall: 4)**

**Offered Annually**

Wall Street executives, corporate and government officials, high tech computer wizards give a new focus to white collar crime. Course identifies the various frauds and swindles utilized by professional criminals as well as the rackets and methods of operation conducted by organized crime. Critical readings of Sutherland, Cressey, Ianni and others are contrasted with the more recent perspectives which focus on illegal developments and corporate violations such as corporate dumping and insider trading.

*The Department*

**ADSO1130 Deviant Behavior and Social Control (Fall: 4)**

**Offered Annually**

A look at patterns of deviant behavior such as crime, drug abuse, unconventional sexual behavior, suicide and mental illness. Course examines how people define and respond to deviant behavior, issues of punishment and victim compensation; theories of social control and power; implications for social policy and change.

*The Department*

**ADSO1151 Class, Power and Social Change**

**(Fall/Spring/Summer: 4)**

**Offered Annually**

Examines the dynamic changes now crafting new definitions of the “elite” social class, the disappearing middle class, and the increasing visible, disenfranchised “other” class. Changing social systems and power shifts are analyzed in such cities as Boston, Dallas, Chicago, New York and Miami. Explores the cultural, medical, commercial and financial worlds as well as reactions to the power system with respect to ethics, race and gender, and economic opportunities.

*The Department*

**ADSO1365 Law and Society (Fall: 4)**

**Offered Annually**

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*

**ADSO2010 Drugs and Society (Fall/Spring/Summer: 4)**

**Offered Periodically**

This course will present and explore a variety of popular and relevant non-mainstream issues of addiction in American society, going beyond simply the misuse of drugs and alcohol. A spectrum of definitions and diagnoses of addictive disorders will be discussed. It will study how the historical significance, social construction, systemic shame, cultural stigma, political influence (war on drugs), religion, and family dynamics influence people who suffer from addictive disorders. Socio-theoretical frameworks and etiological factors that explain motivations and behaviors of macro and micro addicted populations will be analyzed. Consideration will be given to the benefits and consequences of addiction in the context of individual rights, morality and legality. Finally, psychoeducation about available treatment options, as well as medical and mental health policy will be offered and critiqued.

*The Department*

**Spanish****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADSP1035 Beginning Conversational Spanish (Fall: 4)**

**Offered Annually**

A practical course for those working in or visiting a Spanish-speaking environment who have had no Spanish. Introduction to Spanish pronunciation and grammar necessary for beginning oral communication. Development of the four language skills—listening, speaking, reading and writing—with emphasis on speaking. Short readings and dialogues chosen according to student interests.

*The Department*

**ADSP1036 Intermediate Conversational Spanish (Fall: 4)**

**Offered Annually**

This semester provides further development of skills necessary for Spanish oral communication. Practice in small conversation groups, interviews and role-playing.

*The Department*

**Theology****Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**ADTH1001 Biblical Heritage I: Old Testament (Spring: 4)**

**Satisfies Theology Core Requirement in the Woods College**

**Offered Annually**

An introduction to the literature, religious ideas and historical setting of the Hebrew Bible. The focus is on major biblical concepts such as creation, election and covenant in the Pentateuch, historical and prophetic books.

*John Darr*

**ADTH1016 Introduction to Christian Theology I: Christian Life and Spirituality (Fall: 4)**

**Offered Annually**

This course considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands.

*James Weiss*

**ADTH1017 Introduction to Christian Theology II: Shaping Cultural Traditions (Spring: 4)**

**Satisfies Theology Core Requirement in the Woods College  
Offered Biennially**

What does it mean to be good? Is it possible to be both good and happy, both good and successful? Is morality subjective or are there clear ways to regulate it? How can we balance the individual and the community in our moral struggles? This course examines eight traditions of morality and ethics: existentialist, utilitarian, Catholic, Protestant, Christian feminist, Black theology, rights theories, and Aristotle. Students apply classic and modern thinkers to contemporary ethical problems emphasizing current events and movies. Interactive discussion is emphasized, so students discover the sources of values that formed their lives and develop a perspective for themselves and their futures.

*James Weiss*

**ADTH3000 Catholic Crisis Points I: Twelve Events that Transformed the Church (Fall: 4)**

**Offered Biennially**

This course is the first in a two-course sequence, which offers a comprehensive introduction to the conciliar tradition of the Roman Catholic Church. This first course covers the period beginning with the first-century Council of Jerusalem and ending with the sixteenth-century Council of Trent, offering an historically-schematized overview of the ecumenical and Catholic councils of the period in question. This course attends to the evolution of councils as a means for church governance, decision-making, and conflict resolution. It also attends to the central doctrinal developments which the councils generated, including such doctrines as the Trinity, Christology, Eucharist, Church, papacy, sin-grace. Finally, the course situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course provides a comprehensive introduction to the history of the Catholic church and its central theological tenets.

*Boyd Coolman*

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## ACADEMIC CALENDAR 2018–2019

### FALL SEMESTER 2018

August 27	Monday	Classes begin
September 3	Monday	Labor Day—No classes
September 5	Wednesday	Last date for undergraduate students to add a course, drop a course online, or to declare a course pass/fail
September 6	Thursday	Mass of the Holy Spirit
September 28 to September 30	Friday to Sunday	Parents' Weekend
October 1	Monday	Last date for all students who plan to graduate in December 2018 to verify their diploma names online
October 1	Monday	Last date for undergraduates only to drop a course in their Associate Deans' offices
October 8 to October 9	Monday to Tuesday	Fall Break—No classes*
October 18	Thursday	Undergraduate Academic Advising period begins for spring registration
November 8	Thursday	Undergraduate registration period for spring 2019 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 11 to December 12	Tuesday to Wednesday	Study days—No classes for undergraduate day students only
December 13 to December 20	Thursday to Thursday	Term examinations

\*Starting 2020, classes will resume the Tuesday following Columbus Day.

### SPRING SEMESTER 2019

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day—No classes
January 23	Wednesday	Last date for undergraduate students to add a course, drop a course online, or declare a course pass/fail
February 1	Friday	Last date for all students who plan to graduate in May 2019 to verify their diploma names online
February 15	Friday	Last date for undergraduates only to drop a course in their Associate Deans' offices
March 4 to March 9	Monday to Saturday	Spring Vacation
March 14	Thursday	Undergraduate Academic Advising period begins for fall registration
April 5	Friday	Undergraduate registration period for fall 2019 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
April 18 to April 22	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.
May 1	Wednesday	Last date for all students who plan to graduate in August 2019 to verify their diploma names online
May 3 to May 6	Friday to Monday	Study days—No classes for undergraduate day students only
May 7 to May 14	Tuesday to Tuesday	Term examinations
May 20	Monday	Commencement

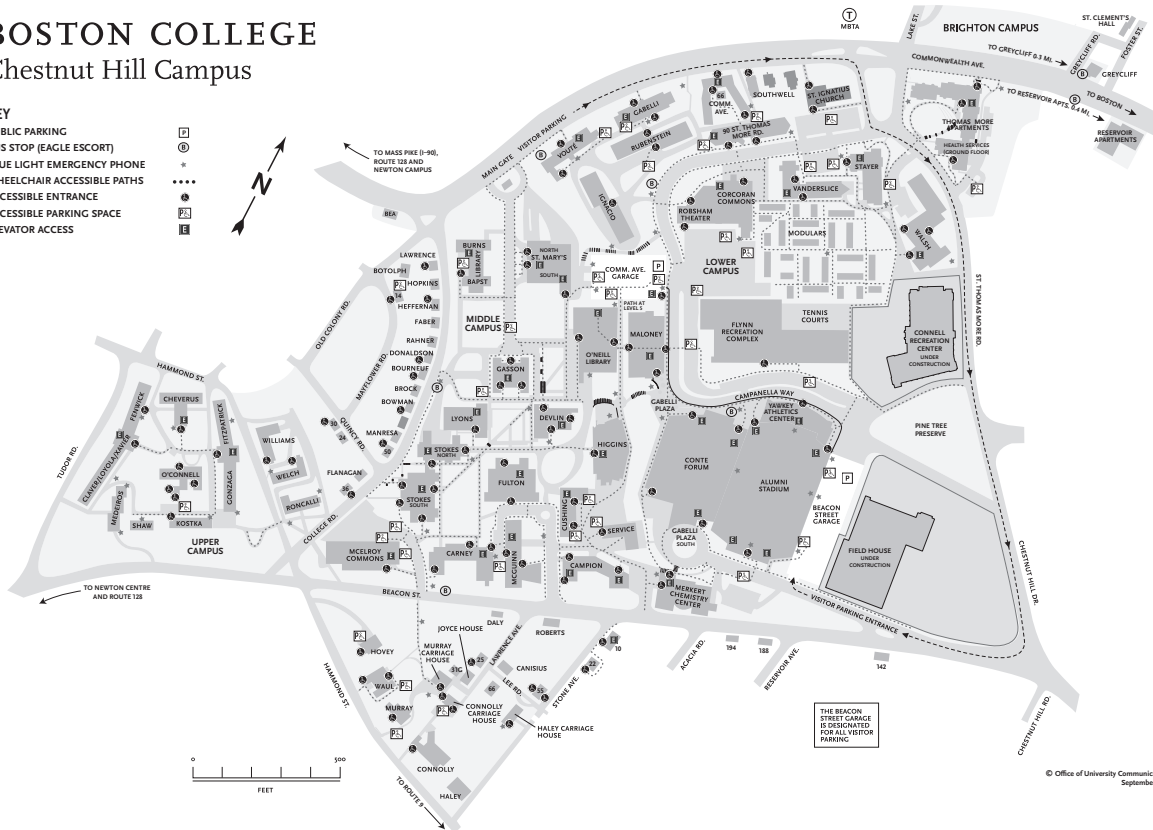
<b>Academic Advising Center</b>	
Rory Browne, Director.....	Stokes S173
<b>Accounting</b> .....	Fulton 520
<b>Admission</b>	
Undergraduate .....	Devlin 208
Woods College of	
Advancing Studies.....	St. Mary's Hall South, Ground Floor
<b>Advancing Studies</b>	
David Goodman,	
Interim Dean .....	St. Mary's Hall South, Ground Floor
<b>African and African Diaspora Studies</b> .....	Lyons 301
<b>Thea Bowman AHANA and Intercultural Center</b>	
Inés Maturana Sendoya, Director.....	Maloney 455C
<b>American Studies</b> .....	Stokes S419
<b>Athletics, Information, and Tickets</b> .....	Conte Forum 245
<b>Art, Art History, and Film</b> .....	Devlin 431
<b>Biology</b> .....	Higgins 355
<b>Bookstores</b>	
Chestnut Hill.....	McElroy Commons and Hillside Shops
<b>Business Law and Society</b> .....	Fulton 420
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Eagle Transport.....	617-552-8888
Non-Emergency.....	617-552-4440
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<b>Chemistry</b> .....	Merkert Center
<b>Classical Studies</b> .....	Stokes S260
<b>Communication</b> .....	St. Mary's Hall South, Fourth Floor
<b>Computer Science</b> .....	St. Mary's Hall South, Second Floor
<b>Connors Family Learning Center</b>	
Kathleen Duggan, Director.....	O'Neill 200
<b>Counseling Services</b> .....	Gasson 001
<b>Dean of Students, Office of</b> .....	Maloney 448
<b>Disabilities Services Office</b> .....	Maloney 448
<b>Earth and Environmental Sciences</b> .....	Devlin 213
<b>Economics</b> .....	Maloney, Third Floor
<b>Education, Lynch School of</b>	
Stanton E.F. Wortham, Dean.....	Campion 101A
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Research, and Administration .....	Campion 101C
Ana M. Martínez Alemán, Associate Dean of Faculty	
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Office of Undergraduate Student Services.....	Campion Hall
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Educational Psychology.....	Campion 211
Educational Leadership and	
Higher Education.....	Campion 205
Measurement, Evaluation, Statistics,	
and Assessment .....	Campion 336
Teacher Education/Special Education,	
Curriculum and Instruction .....	Campion 211
<b>English</b> .....	Stokes Hall South, Fourth Floor
<b>Finance</b> .....	Fulton 330
<b>First Year Experience Programs</b> ...	Rahner House, 96 College Road
<b>German Studies</b> .....	Lyons 201
<b>History</b> .....	Stokes Hall South, Third Floor
<b>Honors Program</b>	
Arts and Sciences: Michael Martin.....	Gasson 109
Education: Office of Undergraduate	
Student Services .....	Devlin Hall
Management: Ethan Sullivan .....	Fulton 315G
Nursing: Sean Clarke .....	Maloney 218
<b>Information Systems</b> .....	Fulton 460
<b>International Programs</b>	
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.....	258 Hammond Street
<b>International Students and Scholars, Office of</b>	
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.....	72 College Road
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<b>Islamic Civilization and Societies</b> .....	McGuinn 528
<b>Learning Resources for Student Athletes</b>	
Michael Harris, Director.....	Yawkey Athletic Center 410
<b>Management, Carroll School of</b>	
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Ethan Sullivan, Senior Associate Dean,	
Undergraduate Program.....	Fulton 315
<b>Management and Organization</b> .....	Fulton 430
<b>Marketing</b> .....	Fulton 450
<b>Mathematics</b> .....	Maloney, Fifth Floor
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Fr. Gregory Kalscheur, S.J., Dean .....	Gasson 103
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Clare Dunsford, Associate Dean—Sophomores .....	Stokes S140
Raphael Luna, Associate Dean—Juniors .....	Stokes S140
Michael Martin, Associate Dean—Seniors .....	Stokes S140
<b>Music</b> .....	Lyons 416
<b>Nursing, Connell School of</b>	
Susan Gennaro, Dean .....	Maloney 292
Sean Clarke, Associate Dean,	
Undergraduate Programs.....	Maloney 218
<b>Operations Management</b> .....	Fulton 350
<b>Philosophy</b> .....	Stokes Hall North, Third Floor
<b>Physics</b> .....	Higgins 335
<b>Political Science</b> .....	McGuinn 201
<b>Psychology</b> .....	McGuinn 300
<b>Residential Life</b> .....	Maloney 413
<b>Romance Languages and Literatures</b> .....	Lyons 304
<b>Slavic and Eastern Languages and Literatures</b> .....	Lyons 210
<b>Sociology</b> .....	McGuinn 426
<b>Student Involvement</b>	
Claire Ostrander, Director .....	Carney 147
<b>Student Services</b>	
Adam Krueckeberg, Interim Executive Director..	Lyons 101D
<b>Summer Session</b>	
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<b>Theatre</b> .....	Robsham Theater
<b>Theology</b> .....	Stokes N310
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<b>Volunteer and Service Learning Center</b>	
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- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR ACCESSIBLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

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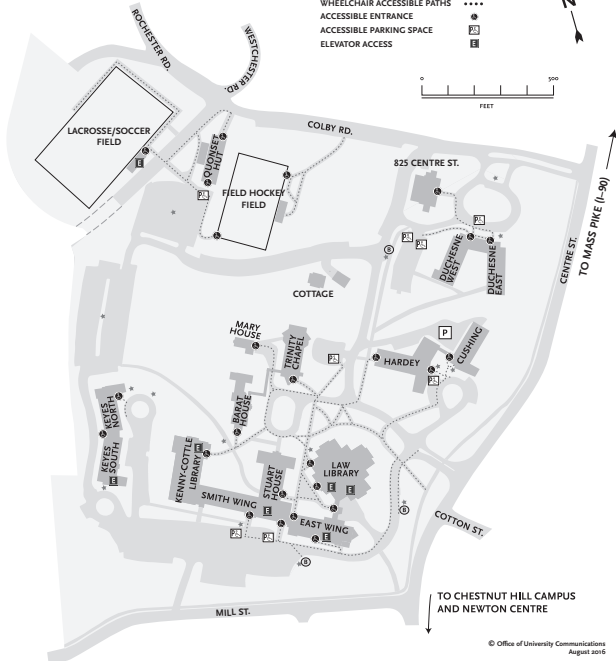
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# BOSTON COLLEGE Newton Campus

**KEY**

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- BUS STOP (EAGLE ESCORT)
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- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
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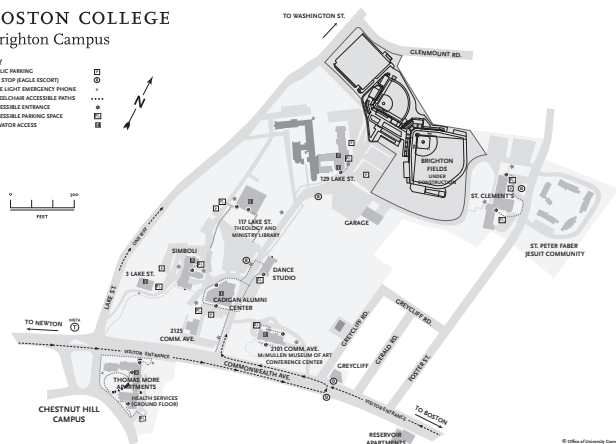
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# BOSTON COLLEGE Brighton Campus

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