

# BOSTON COLLEGE

1999–2000



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Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## **BOSTON COLLEGE BULLETIN 1999-2000**

### *Volume LXIX, Number 12, April 1999*

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

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

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

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

USPS-389-750

Periodicals postage paid at Boston, Massachusetts 02109.

Postmaster: Send PS Form 3579 to Boston College Office of Student Services,  
Lyons Hall, Chestnut Hill, MA 02467.

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# About Boston College

## INTRODUCTION

### The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is listed regularly among the top 50 universities in the nation, in ratings compiled by publications such as Barron's and U.S. News and World Report.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 8,920 full-time undergraduates and 4,840 graduate students, hailing from all 50 states and 87 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with 1.9 million books, periodicals and government documents, and more than 3.2 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the School of Nursing, founded in 1947; and the School of Education, founded in 1952. The latter is now known as the Peter S. and Carolyn A. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 25 law schools in the United States.

### The Mission of Boston College

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

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

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

the intellectual inquiry, teaching and learning, and the community life that form the University.

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

### Brief History of Boston College

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

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

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

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

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College (now the College of Advancing Studies, 1929) the Graduate School of Social Work, 1936; the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as The Wallace E. Carroll School of Management. The

Schools of Nursing and Education were founded in 1947 and 1952, respectively. The latter is now known as the Peter S. and Carolyn A. Lynch School of Education. Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology.

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

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

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

### **Accreditation of the University**

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

### **The Campus**

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

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

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

## **ACADEMIC RESOURCES**

### **Academic Development Center**

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

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

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

### **Audiovisual Facilities**

University Audiovisual Services (BCAV) provides media-related products and services to the Boston College community in order to enhance research, instruction, and to support BC community events.

These services include access to over thirty types of classroom audiovisual equipment, audioproduction services, film and video rentals, television recording and editing, photography, and graphic design and production. In addition-as part of project AGORA-BCAV operates BC's Cable Services which offers educational and commercial programming on its 52 cable TV channels to all student dormitories across campus. Several courses are also taught in AV's television studio where students use modern post-production editing equipment for their TV projects.

Finally, BSAV offers instructional design expertise in order to make the link between modern technologies and teaching/learning.

For more information, our web site is: [www.bc.edu/av](http://www.bc.edu/av).

### Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons 313. In addition to its 32 state-of-the-art listening/recording stations and teacher console (installed in Summer 1998), the facility includes video viewing rooms, 15 multimedia-equipped Macintosh workstations, and a CD listening station. The Lab's audio and videotape/laserdisc collection, computer software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as laboratory manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

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

Students (undergraduate and graduate), faculty and B.C. community members who wish to use the Language Laboratory facility and its collection will find the Laboratory staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs.

### Computing Support, Service and Facilities

In ancient Greece, the Agora was the place where the community gathered for discourse and trade. At Boston College, Agora is the place where the University gathers to communicate electronically. This Intranet environment requires users to log-in with their Boston College username and 5-digit Personal Identification Number (PIN). After logging in via the World Wide Web, a customized set of services is generated for the user, and he/she can then view and update information related to their role at Boston College, as well as complete required business transactions.

Workstations can access EagleNet, Boston College's campus-wide information network that links the IBM mainframe, Alpha, UNIX workstations and more than 2,000 desktop computers on campus. EagleNet provides access to an ever-increasing variety of services including: course registration, grades, academic and financial aid information, electronic mail (E-mail), QUEST (Boston College's electronic library catalog), indexes to periodicals, and electronic services of other affiliated libraries.

The Boston College InfoEagle (<http://www.bc.edu/infoeagle>) is a rapidly expanding electronic source of campus information, with on-line listings of campus events, telephone numbers, want ads, research discussions and other information. The EagleNet is connected to the Internet, a worldwide computer network offering users a wide variety of interesting resources and research tools. Electronic mail accounts are available for students.

Students can also access electronic mail, the World Wide Web, library and Agora services via network computers that are distributed throughout the campus.

The Student Learning and Support Center (SLSC) (<http://www.bc.edu/slsc>) is the largest public computing facility on

campus. It is open to anyone with a currently valid Boston College identification card. The SLSC has more than 150 workstations available providing access to a wide variety of hardware, software, and peripherals.

The SLSC has software for many academic courses, as well as word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software supported at Boston College for each type of computer. Many professors allow electronic filing of class assignments or provide electronic information for students in folders that are accessible on a central file server. Paper output is available from laser printers, located within the facility.

The SLSC is staffed with professionals and students who provide assistance. Training tutorials and software documentation area available for use within the facility. There are also a variety of resources available on the World Wide Web at <http://www.bc.edu/infotech>.

More specialized assistance is provided by the Help Center in Gasson Hall. It is open Monday through Friday from 9:00 A.M. to 5:00 P.M. on a walk-in, phone-in, or electronic mail (E-mail) basis. The Help Center phone is 552-HELP, or E-mail to: [Help.Center@bc.edu](mailto:Help.Center@bc.edu). The SLSC and the Help Center are part of Boston College's Information Technology department, which is also staffed by consultants providing advanced computing and networking support.

### The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.7 million volumes, and almost 20,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing faculty and students who have special research needs access to the millions of volumes and other services of the member institutions. Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over thirty-six million records from the Library of Congress and from more than 25,000 contributing institutions worldwide.

Boston College was among the first schools in the country to offer an on-line public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using workstations in all the libraries, and from network connections in homes or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information about the libraries is contained in the Guide to the Boston College Libraries and other brochures available in the libraries.

The **Thomas P. O'Neill, Jr. Library**, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 1.3 million book volumes, approximately 13,000 active serials, 2.2 million microforms and 168,000 government documents, as



well as an extensive media collection. The O'Neill Library is a leader in the use of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and throughout the world.

The **Resource Center**, located in the lower level of the Trinity Chapel, provides study space for the residents of the Newton Campus as well as PC and Macintosh workstations.

The **School of Social Work Library**, McGuinn Hall, contains a collection of over 35,000 volumes, 360 serials, government documents, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support the master's and doctoral programs offered at the Chestnut Hill campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The **Law School Library**, located on the Newton Campus, has a collection of approximately 350,000 volumes of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and related reference works. The library possesses substantial and growing collections of international and comparative law works. The law library also subscribes to LEXIS and WESTLAW for computer-assisted legal research. Access to LEXIS and WESTLAW is restricted to students currently enrolled in the law school.

The **Bapst Library**, a beautiful collegiate Gothic building which served as the main library for over 50 years, has been restored to its original splendor and now houses the resources for library research in art and art history. A circulating collection of contemporary fiction and non-fiction can be found in Gargan Hall. Approximately five hundred seats are available for quiet study throughout the library.

The **John J. Burns Library of Rare Books and Special Collections**, houses over 130,000 volumes and over 12 million manuscripts in a beautiful, secure and climate-controlled space. Holdings include unique, illuminated medieval manuscripts; examples of the earliest printed books; original manuscripts of Nobel Prize winning authors William Butler Yeats, Samuel Beckett and Seamus Heaney; the library and archive of Graham Greene; the papers of distinguished political leaders, such as Thomas P. O'Neill, Jr., Speaker of the U.S. House of Representatives; and much more. The Burns Library also houses the University's Archives. The Library supports an ambitious exhibitions program, and hosts various lectures and programs to which the public is invited. Students and researchers are encouraged to visit and make use of these resources.

**University Archives** are the official noncurrent papers and records of an institution that are deemed worthy of preservation for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contain the office records and documents of the various University offices, academic and otherwise, copies of all University publications, including student publications, movie footage of Boston College football, some audiovisual materials, and tape recordings of the University Lecture series and other significant events.

A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the Archives are the repository for the documents of Newton College of the Sacred Heart (1946-1975); the

Jesuit Education Association (1934-1970); the Catholic International Education Office (1952-1976); and the documents of the Jesuit community of Boston College (1863-).

The **Catherine B. O'Connor Geophysics Library**, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The **Educational Resource Center**, located in Campion Hall, serves the School of Education's faculty and students. The collection includes children's books, curriculum and instructional materials, educational and psychological tests, and educationally oriented information technology.

### Art and Performance

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

Many events have a spontaneous, comes-as-you-feel: a poetry slam in McElroy, a stand-up comic in the Rat, a French horn recital in Gasson Hall. But there are eight campus structures that support and promote most student art and performance in all their forms and variations.

- **The E. Paul Robsham Theater Arts Center** annually hosts dance and theater productions on its main stage and many other performances in its studio workshops.
- **Humanities Series** has been bringing poets, novelists and critics to speak at Boston College since 1957.
- **McMullen Museum of Art** features the permanent BC collection as well as special exhibits of works from around the world.
- **The Department of Fine Arts** offers majors in studio art, art history, and film studies.
- **The Music Department** and the student-run Musical Guild sponsor free student and faculty concerts throughout the year.
- **Boston College Bands Program** sponsors concerts, festivals, and other events by its lineup of five bands: the "Screaming Eagles" Marching Band, the Pep Band, BC bOp!, the Swingin' Eagles Stage Band and the Community Concert Band.
- **The Boston College Chorale and the Boston College Symphony**
- **The Undergraduate Government of Boston College**, a student group primarily elected to represent student views to the University, also sponsors concerts by contemporary artists in rock, rap, R&B and folk.

### 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: laboratory studies; survey research; archival and textual research; theory development; 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:

#### Center for Child, Family, and Community Partnerships

Boston College's Center for Child, Family and Community Partnerships represents the commitment of Boston College to integrate its outreach scholarship resources to address personal and social issues, challenges, and opportunities affecting the life chances of

youth and their families. It strives to serve the communities of Boston and of Massachusetts, and the broader national and international communities served by the university, as a point of access for technical assistance, policy analysis, demonstration projects, youth and family program evaluation, consultation, needs assessment, training and continuing education, and community-collaborative action research. In turn, the Center acts to coalesce and further faculty outreach scholarship and undergraduate and graduate training and service learning opportunities in the application of developmental science to issues of youth, family, school, and community life.

For more information on CCFCP, visit their World Wide Web site at [http://www.bc.edu/bc\\_org/avp/gsas/ccfcp/ccfcp.html](http://www.bc.edu/bc_org/avp/gsas/ccfcp/ccfcp.html).

### **Center for Corporate Community Relations**

The Center for Corporate Community Relations is an international corporate membership organization. The Center partners with businesses worldwide to strengthen their community relationships and investments to achieve healthy, sustainable communities in which to live, work and do business. The Center does this through research, policy, and education that build knowledge of the interdependence of community vitality and business success.

The Center's research and development are dedicated to advancing the understanding and creating new technologies for the practice of corporate citizenship, including best practices that define and measure excellence, national surveys and custom research upon request.

The Center offers a Resource Center on Corporate Citizenship that is the only one of its kind. It maintains a collection of corporate citizenship materials from more than 1,000 corporations and background materials on more than 400 non-profit organizations, and provides quick-response, customized searches to provide information about corporate citizenship. The Center produces a number of publications on corporate citizenship, including the monthly Corporate Community Relations Letter, the annual Community Relations Index, a biannual Profile of the Community Relations Profession, and an annual \$5,000 award for the best paper on corporate community relations by an M.B.A. student.

### **Center for East Europe, Russia, and Asia**

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

Students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from Prof. Raymond T. McNally (History), Director, Carney 171.

### **Center for Ignatian Spirituality**

The Center for Ignatian Spirituality is a university operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic; gives support to the Ignatian Society, a student group committed to integrating Ignatian spirituality into the lives of its members and offering other students opportunities to do the same; sponsors retreats and reflection opportunities for faculty and staff; and, has a wide range of national and international commitments to

other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, please visit us at Rahner House, 96 College Road, or call (617) 552-177, or visit our website at [www.bc.edu/igspirit](http://www.bc.edu/igspirit).

### **Center for International Higher Education**

Established in 1995, the Center for International Higher Education is a research and service agency providing information and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international data base of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. The Center For International Higher Education works closely with the Higher Education program. It also brings to the Peter S. and Carolyn A. Lynch School of Education an international consciousness and focus.

More information on the Center for International Higher Education can be found at their World Wide Web site: [http://www.bc.edu/bc\\_org/avp/soe/cihe](http://www.bc.edu/bc_org/avp/soe/cihe).

### **Center for Nursing Research**

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

### **Center for the Study of Testing, Evaluation, and Educational Policy**

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

Housed in CSTEPP is the TIMSS International Study Center. TIMSS is the Third International Mathematics and Science Study, sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The TIMSS project is designed to measure and interpret differences in national educational systems in order to improve the teaching and learning of mathematics and science worldwide. The study will inform educators and policy makers of the relationships between mathematics and science as they are intended for learning, as they are taught, and as they are learned.

To monitor trends in mathematics and science education at the eighth grade level, the TIMSS International Study Center will administer the TIMSS tests (TIMSS-Repeat) again to students in about 40 different countries in 1998-00.

With assistance from the United States Department of Education, its National Center for Education Statistics (NCES) and the National Science Foundation (NSF), the TIMSS International Study Center will direct the 1999 TIMSS Benchmarking project. This project will provide states and districts in the United States the unique opportunity to administer the TIMSS mathematics and science tests to their eighth graders.

With a grant from the Ford Foundation, CSTEOP will launch the new LSOE-based National Commission on Testing and Public Policy. The Commission will study high stakes testing in American education. Its plans include the formation of a high-profile board to draw attention to testing in the United States, and to provide an annual report on testing to the nation, and to provide regular reports in specific testing cases. Its first task will be to examine college and graduate school admissions in light of changes in Affirmative Action.

CSTEOP has been joined by the Learning Communities Research Group (LCRG). Originally a part of Bolt, Beranek, and Newman, LCRG projects include Vanguard for Learning, Math Instruction through Video, and World Band. The Group specializes in research on technology in education.

Funding from the Spencer Foundation will enable researchers from CSTEOP to document and change the educational ecology of classrooms and schools through student drawings in the Drawing on Education project.

Further information on CSTEOP is available on the World Wide Web at [www.csteop.bc.edu](http://www.csteop.bc.edu)

### Center for Work and Family

The Center for Work and Family at Boston College Wallace E. Carroll School of Management is a research organization that promotes employer and community responsiveness to families. The guiding vision of the Center is the strengthening of families, broadly defined to reflect the diversity throughout our communities today. The Center's activities fall into three broad categories: research, policy initiatives and employer partnerships.

Central to the Center's operating philosophy is collaboration with leading partners who are also committed to advancing the issues of work and family. These partnerships have resulted in several significant outcomes, including:

- Publication of a Policy Paper Series that explores significant policy issues related to work and family.
- Ongoing expansion of our two corporate partnerships, the Work and Family Roundtable and the New England Work and Family Association.
- Publication by *Business Week* in 1996 and 1997 of the first-ever corporate ranking of family friendliness by a leading business magazine.
- Development of a practitioner's manual to guide companies through a strategic planning process linking work/life to business priorities.
- Development of the Principles of Excellence in Work and Family, a set of standards for organizations striving to be leaders in this area, developed in partnership with members of the Work and Family Roundtable.
- Creation of a network of leading academicians conducting research in the fields of work redesign and work/family.

### Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources and to stimulate editions of philosophical and theological texts.

### Institute for Scientific Research

The Institute for Scientific Research (ISR) is engaged in scientific analysis, mathematical modeling and image processing in heavenly explorations—for example, interpreting changes in infrared emissions in space—and in earthbound pursuits—such as designing a database to help understand the behavior of financial markets.

Over the course of its history, the Institute has utilized a diversity of knowledge to develop highly sophisticated techniques for analyzing raw scientific and engineering data and presenting it in meaningful and useful ways. Using state-of-the-art analytical tools and technology including computer-generated modeling, the Institute is a forerunner in scientific data analysis and interpretation using statistical data analysis, digital signal processing and image processing; mathematical signal modeling; animated visualization of real and simulated data; the manipulation and interpretation of scientific images; and the design of specialized databases, data management techniques and interactive scientific software.

### Irish Institute

The Irish Institute was established by Boston College in 1992 under the direction of Dr. Sean M. Rowland. The Irish Institute's primary goals are to use innovative education, business and political programs to facilitate increased political cooperation and economic growth in Northern Ireland and Ireland. The Institute was renamed by Irish Prime Minister Bertie Ahern in late 1997 to reflect the impressive growth and diversity of Boston College programs offered to participants from Northern Ireland, Ireland, England, Scotland and Wales.

The Irish Institute currently offers programs in education, business management, and political leadership. Featured in 1998-99 are programs in Civic Journalism, Corporate Child Care, Heritage Management, Young Political Leadership, the American Ireland Fund Fellows Program, the Ulster University Leadership Program, the Irish Management Institute Leadership Program, and the Ron Brown Business Development Program.

The Institute is honored to have been chosen to administer the American component of the Northern Ireland Assembly Transition Program. Boston College will host Assembly members, their staff and civil servants for programs that will allow them to learn about the American political system at city, state and federal level and to forge relationships with their counterparts in the United States. Programs include "The Task of Government," "Effective Staffing," and "Political Finance."

In addition, the Institute hosts an extensive series of international lectures and special events including the Austin O'Connor Lecture Series. In late 1998, the Institute received a second million dollar federal grant through the United States Information Agency (USIA). The Irish Institute works in partnership with city, state and federal agencies in the United Kingdom, Ireland and the United States as well as with the Ireland Funds, the International Fund for Ireland, the Irish American Partnership, the Irish Management Institute, the Ulster University and the Boston College community.

In 1998, the Irish Institute moved to its new location at Connolly House, a state-of-the-art facility recently restored on Hammond Street in Chestnut Hill. For more information on any of the Irish Institute's program offerings, call 617-552-4503.

### **Jesuit Institute**

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

### **The Lonergan Center**

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Boston College sponsors the annual Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J.

### **Management Center**

Through its Management Development Program, the Management Center offers a variety of seminars and workshops designed for companies and professional groups. These offerings range from very intense, long term programs to short one-and two-day seminars that emphasize executive education, research, and special programs which extend beyond the customary graduate and undergraduate curriculum.

### **Mathematics Institute**

The Boston College Mathematics Institute was established in 1957 as a unit separate from the Mathematics Department to assist in the effort to improve the content and instructional practice of mathematics at school level. In the 1960's and 1970's the primary focus of the Institute was on providing veteran teachers with renewal programs and professional development opportunities to update and deepen their background in mathematics. The National Science Foundation was a major source of funding. Concurrently, Institute staff developed some supplementary instructional materials to use with students in the grades K-12.

At present, the Mathematics Institute offers professional enhancement courses for teachers in the summers at Boston College and other sites. Other current projects include research studies and content development related to school level mathematics concerns.

### **Small Business Development Center**

The Small Business Development Center (SBDC) provides managerial, financial, and technical assistance and training to small business persons in the Greater Boston Area.

The services provided by the SBDC may be classified as business counseling and management training. Small business persons may receive one-on-one counseling and consultative help in a range of business areas such as finance, marketing, planning, accounting and controls, and operations. The SBDC offers educational opportunities for active and prospective small business persons. Topics vary, but areas covered include starting a business, financial planning, marketing, strategic planning, merchandising, and management. The Massachusetts Small Business Development Center program is a partnership of the U.S. Small Business Administration, the Massachusetts Executive Office of Economic Affairs, and Boston College in cooperation with the University of Massachusetts/Amherst under a consortium agreement.

### **Social Welfare Research Institute**

The Social Welfare Research Institute (SWRI) is a multidisciplinary research center specializing in the study of spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. Founded in 1970, SWRI is a recognized authority on the relation between economic wherewithal and philanthropy, the motivations for charitable involvement, and the underlying meaning and practice of care. Over the past twelve years SWRI has received generous support from the T. B. Murphy Foundation Charitable Trust, which funded SWRI's ground-breaking *Study on Wealth and Philanthropy*, and from the Indiana University Center on Philanthropy, the W. K. Kellogg Foundation, and the Lilly Endowment, Inc.

A list of working papers, published articles, and books is available by requesting one in writing or by logging on to the Institute's Web site ([www.bc.edu/swri](http://www.bc.edu/swri)).

### **Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. Located 10 miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a fifteen-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest.

## **STUDENT LIFE RESOURCES**

### **AHANA Student Programs**

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

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College especially those identified as being at an academic disadvantage. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists

AHANA student organizations in developing and implementing cultural programs. The AHANA Office is located at 72 College Road, 617-552-3358.

### **Options Through Education Program**

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

### **Athletics**

The objective of the Boston College Athletic Association is to provide members of the entire University community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity that complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 33 varsity sports for men and women. The Athletics Office is located in Conte Forum, 552-8520.

### **Career Center**

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students obtain advice and guidance, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques. It is highly recommended that students participate in the Career Center's programs beginning freshman or sophomore year.

The Career Center's Internship Program provides students of all classes with the opportunity to gain practical part-time work experience in a professional capacity, during the summer or school year. As part of a consortium of 10 universities nationwide, the Boston College Internship Program lists on-line internships in a wide range of professional settings and geographic areas.

The Career Advisory Network contains 5,000+ alumni and parents who have volunteered to share their career experience and to provide job search strategy tips during informational interviews at their job sites. Students can access the Network through computers at the Career Center, or via the Career Center's home page.

The Career Resource Library offers up-to-date career resources, including a wide variety of exploration and job search resources, graduate and professional school information, and employer literature. Computer access to the Web for career search purposes is available.

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

The Recruiting Program provides opportunities for students to interview with over 350 employers. Employer Information Sessions are open to all students, and a large career fair is held every fall.

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

### **University Chaplaincy**

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and by building a sense of community as a Christian value in the whole University. The Chaplains Office is located in McElroy 215, 617-552-3475.

### **Office of the Dean for Student Development**

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, the Undergraduate Government of Boston College, the Emerging Leaders Program, the Graduate Student Association and the Graduate Student Center at Murray House, alcohol and drug education, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process. The Office of the Dean for Student Development is located in McElroy 233, 617-552-3470.

### **Dining Services**

The University offers a varied and nutritionally balanced menu in five dining areas: McElroy Commons, Eagles Nest, and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and a new facility on Lower Campus. In addition students can use their Meal Plan in the Cafe and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 1999-00 is \$1,815.00 per semester or \$3,630.00 per year.

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

### **Disabled Student Services**

Boston College complies with federal regulations prohibiting discrimination on the basis of handicap. Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office of the School to which they are applying. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding services for students with physical disabilities contact John Hennessy, Coordinator of Disabled Student Services and 504/ADA Compliance Officer for Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill 200, 617-552-8055.

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Education, Nursing, Social Work, and

the Carroll Graduate School of Management. Currently, nearly 4,500 full and part-time and special students are enrolled in these programs.

The GSA exists to provide academic support to students in the form of conference grants and special group funding to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee and the new student center committee.

The GSA is funded by the activities fee charged to every graduate student and is governed by the GSA Council, composed of student representation from each academic department. The council and staff work together to strengthen the collective voice of graduate students. The GSA publishes a monthly newsletter on-line, called *The Bulletin*.

It also publishes an annual *Graduate Students Achievement Profile* on-line, listing all graduate students who have published or presented papers, won awards, or otherwise been acknowledged for their work.

The GSA has its offices in Murray House, the new Graduate Student Center located at 292 Hammond Street across Beacon Street from McElroy Commons. A Graduate Student Lounge, with a pool table, television, VCR, and dart board, is also there. All graduate students are welcome to attend the GSA's meetings and contribute to enriching the Boston College graduate community. The GSA's telephone number is 617-552-1854.

**University Health Services**

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: an Outpatient Center and Inpatient Infirmary.

The Outpatient Center has a full-time staff of primary care physicians, nurse practitioners and on-site specialty consultants for those problems most important to college-age students. The Center is located in Cushing Hall on the Chestnut Hill Campus and can be contacted by calling 617-552-3225.

The 24 hour Inpatient Infirmary provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient care when the Outpatient Center is closed. The Infirmary is located on the Newton Campus and can be contacted by calling 617-552-3227.

Boston College requires all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee may request a waiver from University Health Services office in Cushing Hall during the month of September.

Membership in the University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a Fee-for-Service basis.

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

The Health/Infirmary Fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident and Sickness Insurance Policy so

that protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance.)

An informational brochure entitled "University Health Services Staying Well" is available at the University Health Services Office, Cushing Hall, Room 119, 617-552-3225. Insurance information can also be obtained there. Health Services also has a detailed web site at [http://www.bc.edu/bc\\_org/svp/uhs/](http://www.bc.edu/bc_org/svp/uhs/).

**Immunization**

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

School	Credit Level
Arts and Sciences	7
College of Advancing Studies	12
Education	9
Law	12
Management	12
Nursing	9
Social Work	12

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

Students who fail to provide adequate documentation of immunizations will not be permitted to register and attend classes. The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

**University Counseling Services (UCS)**

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling offices on campus. The University Counseling Offices can found in the following locations: Gasson 108, 617-552-3310; Campion 301, 617-552-4210; Fulton 254, 617-552-3927.

**STUDENT RIGHT TO INFORMATION**

**Inspection of Education Records**

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

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

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University offi-

cial will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is as follows: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 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 and electronic addresses, telephone number, date and place of birth, photograph, major field of study, enrollment status, 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 and print (*The Source*) access to selected directory information is available to members both within (via authenticated access) and outside the Boston College community. A student who so wishes has the absolute right to prevent release of all directory information including verification of enrollment, or of suppressing selected directory information either to the Boston College commu-

nity or to the general public. In order to do this, students must enter Agora (<http://agora.bc.edu/start>) to suppress the release of all or selected directory information. Suppression is available by selecting U-View and Privacy Preferences.

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

### Enrollment Statistics and Graduation Rate

During the fall of 1998, Boston College enrolled 8,925 undergraduates, 931 College of Advancing Studies students and 4,840 graduate students.

Of freshmen who first enrolled at Boston College in the fall of 1992, 85.5% had completed their degree by 1998 and 4.1% had chosen to continue their studies elsewhere. The combined retention rate for this entering class is 90%. Of the graduates, 95% earned their degrees within four years.

### Equity in Athletics

Students, prospective students, and the public may upon request to the Controller's Office obtain a copy of the annual report of Boston College's participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

### Campus Safety and Security Program

In compliance with the Student Right-to-Know and Campus Security Act, Boston College publishes the Campus Safety and Security Program, an annual report containing the University's campus safety and security policies and crime statistics. Upon request, this report is available to any prospective student. It may be obtained, along with other information the University is required to make available under the Student Right-to-Know and Campus Security Act, from the Office of Undergraduate Admission at 617-552-3100 or by writing Boston College, Office of Undergraduate Admission, Devlin Hall 208, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3809.

### NOTICE OF NON-DISCRIMINATION

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

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

Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 314, (617-552-2947). In addition, any person who believes that an act of discrimination

based on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

**RESIDENCE ACCOMMODATIONS**

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

**Lower Campus**

*Edmond's Hall Apartment Complex:* The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

*Ignacio and Rubenstein Apartment Complex:* This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

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

*Modular Apartment Complex:* The Modular Complex consists of 80 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to seniors. Subscription to the University Meal Plan is optional.

*Michael P. Walsh, S.J. Residence Hall:* This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 799 male and female students. Each eight-person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

*Sixty-Six Commonwealth Avenue* is located on the Lower Campus. This upperclassman facility houses 150 students in predominantly single accommodations. Each room is fully furnished and additional lounge areas are provided on every floor. The building also has a chapel where weekly masses are conducted. Subscription to the University Meal Plan is mandatory.

*Vanderslice and 90 St. Thomas More Drive:* These suite-style residence halls, completed in the fall of 1993, consists of four, six, seven and eight person suites housing approximately 750 male and female students. Each suite has a furnished lounge and kitchen area featuring a sink with counter space, a refrigerator and a kitchen table and chairs. These facilities also include a Cabaret, game room, cardiovas-

cular and music rooms, libraries and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

**Upper Campus**

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and shades. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. 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. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

**Special Interest**

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

*The Romance Language Floor,* located in Gabelli Hall, primarily houses students who want to improve their speaking knowledge of French and Spanish.

*Greycliff Honors House,* located one-half mile from the main campus, houses 45 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural and academic programs are held in this residence hall throughout the year.

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

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

*The Substance Free floor* allows students to reside on an alcohol, drug, and tobacco free floor. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

*Edmond's Hall ninth floor* has been designated as a 24-hour quiet living floor. Upperclassmen are able to reside in apartment-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

**Smoke-Free Environment**

Students residing in these residence floors/halls and their guests agree to maintain a smoke-free environment not only in their individual rooms but throughout the entire building, including all public areas.

**Oscar Romero Social Activism Program**

Boston College's Oscar Romero Social Activism Program is a residential program intended to provide students with an opportunity to make a difference outside the classroom. The program was designed to provide a resource and positive environment for highly



motivated students who will have an opportunity to learn from upperclassmen, professionals, community leaders, and most importantly, each other.

**Off-Campus Housing**

The University operates an Off-Campus Housing Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 A.M. to 5:00 P.M. Listings are available by mail.

**TUITION AND FEES**

Tuition and fees for undergraduates are due by August 15 for first semester and by December 15 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the Meal Plan, and the ability to drop and add courses and to cash checks at the Cashier's Office. In severe cases, students will be withdrawn from the University. In addition, a \$100.00 late payment fee will be assessed on any account that is not resolved by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after October 29, 1999, for first semester and April 3, 2000, for second semester. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance and miscellaneous fees at the time prescribed.

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

The tuition in the Law School is due semi-annually by August 15 and by December 15.

Visa and Mastercard are accepted for payment of tuition and fees. Our automated payment system may be reached by calling (800) 324-2297. This system is available seven (7) days a week excluding holidays from 8:30 A.M. to 11:00 P.M. (EST) Please note: If a student is entitled to a refund due to withdrawal or overpayment and their account was paid by a credit card, a credit to that card will be made in lieu of a refund check.

There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

**Undergraduate Tuition**

- First semester tuition and fees are due by August 15, 1999.
- Tuition first semester-\$10,850.00.
- Second semester tuition and fees are due by December 15, 1999.
- Tuition second semester-\$10,850.00.

**Undergraduate General Fees**

Application Fee (not refundable):.....\$50.00  
 Acceptance Fee:.....\$200.00

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.

Health Fee:.....\$286.00  
 Identification Card (Required for new students): .....\$20.00  
 Late Payment Fee: .....\$100.00  
 Recreation Fee—payable annually:.....\$176.00  
 Freshman Orientation Fee (mandatory for all freshman) :\$225.00

**Undergraduate Special Fees\***

Extra Course—per semester hour credit:.....\$723.00  
 Laboratory Fee—per semester: .....\$120.00-440.00  
 Mass. Medical Insurance:.....\$470.00 per year  
 (\$200.00 first semester, \$270.00 second semester)  
 Nursing Laboratory Fee:.....\$175.00  
 NCLEX Assessment Test: .....\$35.00  
 Exemption Examination: .....\$30.00-60.00  
 Special Students—per semester hour credit: .....\$723.00  
 Student Activity Fee:.....\$94.00 per year  
 (\$47.00 per semester)

**Resident Student Expenses**

Board—per semester: .....\$1,815.00  
 Room Fee (includes Mail Service) .....\$2,310-3,125.00  
 per semester (varies depending on room)  
 Room Guarantee Fee\*\* .....\$200.00  
 Students accepted as residents are required to pay a \$200.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

\*All fees are proposed and subject to change.

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

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

**Graduate Tuition**

**Graduate Schools of Arts and Sciences, Education, and Nursing\*\***

Tuition per semester hour: .....\$656.00  
 Auditor's fee\*\*\*—per semester hour:.....\$328.00

**Carroll School of Management, Graduate Division\*\***

Tuition per semester hour: .....\$748.00  
 Auditor's fee\*\*\*—per semester hour:.....\$374.00

**Graduate School of Social Work\*\***

Tuition (full-time):.....\$19,300.00  
 Tuition per semester hour, M.S.W.:.....\$526.00  
 Tuition per semester hour, D.S.W.:.....\$606.00

**Law School\*\***

Tuition: .....\$24,480.00

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

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

**Graduate General Fees\***

**Acceptance Deposit**

Graduate Education: .....\$200.00  
 Graduate Nursing .....\$200.00  
 Grad SOM-part-time: .....\$200.00

Grad SOM-full-time: .....	\$400.00
Law School***: .....	\$200.00
Social Work: .....	\$200.00
***Initial deposit due by April 20 with an additional \$400.00 due by June 1	
<b>Activity fee—per semester***</b>	
7 credits or more per semester: .....	\$25.00
fewer than 7 credits per semester: .....	\$15.00
<b>Application fee (non-refundable)</b>	
Grad A&S, Education, Social Work, Nursing: .....	\$40.00
Grad SOM: .....	\$45.00
Law School: .....	\$65.00
<b>Doctoral Comprehensive fee (per semester)</b>	
Grad A&S, GSON, and GSOE: .....	\$656.00
GSON: .....	\$748.00
GSSW: .....	\$606.00
<b>Continuation fee (per semester—Ph.D.) Cand.</b>	
Grad A&S, GSON and GSOE: .....	\$656.00
GSON: .....	\$748.00
GSSW: .....	\$606.00
<b>Master's Thesis Direction (per semester)</b>	
GA&S, GSON and GSOE: .....	\$656.00
<b>Interim Study:</b> .....	\$30.00
<b>Laboratory fee (per semester):</b> .....	\$150.00-460.00
<b>Late Payment fee:</b> .....	\$100.00
<b>Mass. Medical Insurance (per year):</b> .....	\$470.00
(200.00 first semester; 270.00 second semester)	
<b>Microfilm and Binding</b>	
Doctoral Dissertation: .....	\$100.00
Master's thesis: .....	\$80.00
Copyright fee (optional): .....	\$35.00
<b>Nursing Laboratory fee:</b> .....	\$175.00
<b>Registration fee (per semester, non-refundable):</b> .....	\$15.00
<b>Student Identification Card:</b> .....	\$20.00

(mandatory for new students)

\*Fees are proposed and subject to change.

\*\*\*Students who are in off-campus satellite programs or out-of-state teaching practica are exempt from the activity fee.

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

**Massachusetts Medical Insurance**

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in the Schools of Social Work, Management, and Advancing Studies who register for 9 or more credits are considered 75 percent of full-time. Graduate students in the Schools of Arts and Sciences, Nursing and Education who register for 7 or more credits are considered 75 percent of full-time.

Boston College will offer all students—graduate and undergraduate—the option of participating in the plan offered at the University or submitting a waiver. The details of the University's Insurance plan are available on the *U-View* system or on the World Wide Web at <http://agora.bc.edu>. Students may waive the BC insurance plan by completing the electronic waiver form on *U-View* or on

the World Wide Web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the Web at [www.bc.edu/studentservices](http://www.bc.edu/studentservices). The waiver must be completed and submitted by October 8, 1999, for the fall semester and by February 11, 2000, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Students registering for less than 75 percent of a full-time course load who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services department in Cushing Hall or at Walter W. Sussenguth and Associates. The coverage becomes effective upon receipt of the application and payment by the insurer if received after the due dates above.

Note: For insurance purposes students registered for 0 credits (e.g., Doctoral Continuation, Interim Study) are considered part-time and must enroll directly with the insurance company.

**Check Cashing**

Students presenting a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 A.M.-4:00 P.M. There is a 50 cent service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$15.00 per check
- All additional checks: \$25.00 per check
- Any check in excess of \$2,000.00: \$50.00 per check
- Check cashing privileges are revoked after the third returned check.

**Acceleration**

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Services for extra courses taken during a regular semester at the rate of \$723.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he or she will pay the regular Summer Session tuition for those courses.

**Withdrawals and Refunds**

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

**Undergraduate Refund Schedule**

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

**First Semester**

- by Sept. 1, 1999: 100% of tuition charged is cancelled
- by Sept. 10, 1999: 80% of tuition charged is cancelled
- by Sept. 17, 1999: 60% of tuition charged is cancelled

- by Sept. 24, 1999: 40% of tuition charged is cancelled
- by Oct. 1, 1999: 20% of tuition charged is cancelled

### Second Semester

- by Jan. 14, 2000: 100% of tuition charged is cancelled
  - by Jan. 28, 2000: 80% of tuition charged is cancelled
  - by Feb. 4, 2000: 60% of tuition charged is cancelled
  - by Feb. 11, 2000: 40% of tuition charged is cancelled
  - by Feb. 18, 2000: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

### Graduate Refund Schedule (Excluding Law)

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

#### First Semester

- by Sept. 9, 1999: 100% of tuition charged is cancelled
- by Sept. 10, 1999: 80% of tuition charged is cancelled
- by Sept. 17, 1999: 60% of tuition charged is cancelled
- by Sept. 24, 1999: 40% of tuition charged is cancelled
- by Oct. 1, 1999: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 24, 2000: 100% of tuition charged is cancelled
  - by Jan. 28, 2000: 80% of tuition charged is cancelled
  - by Feb. 4, 2000: 60% of tuition charged is cancelled
  - by Feb. 11, 2000: 40% of tuition charged is cancelled
  - by Feb. 18, 2000: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

### Law Refund Schedule

Law students are subject to the refund schedule outlined below.

#### First Semester

- by August 20, 1999: 100% of tuition charged is cancelled
- by Sept. 3, 1999: 80% of tuition charged is cancelled
- by Sept. 10, 1999: 60% of tuition charged is cancelled
- by Sept. 17, 1999: 40% of tuition charged is cancelled
- by Sept. 24, 1999: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 7, 2000: 100% of tuition charged is cancelled
- by Jan. 21, 2000: 80% of tuition charged is cancelled
- by Jan. 28, 2000: 60% of tuition charged is cancelled
- by Feb. 4, 2000: 40% of tuition charged is cancelled
- by Feb. 11, 2000: 20% of tuition charged is cancelled

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

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

Student deferrment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferrment form from their lender, fill out the student portion, list the semester for which they are deferring, and then hand it into the Office of Student Services in Lyons 101. Contact the Clearinghouse at 703-742-7791 for questions.

### Full-Time Enrollment Status

#### Undergraduate Full-Time Enrollment Status

Freshmen, sophomores, and juniors are usually required to carry five three credit courses per semester; seniors four three credit courses per semester.

#### Graduate Full-Time Enrollment Status

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

All students are considered half-time with 6 credits.

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

Graduate students registered for less than a full time course load may be considered full time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full time if they are enrolled in a full time Student Teaching Practica or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, or Doctoral Continuation are considered full time.





# The University: Policies and Procedures

## UNDERGRADUATE ADMISSION

### Admission Information

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

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admission Office, Boston College, 140 Commonwealth Avenue, Devlin Hall Room 208, Chestnut Hill, Massachusetts 02467-3809.

### Admission from Secondary School

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

Applicants to the School of Nursing are required to complete at least two years of a lab science, including a unit of chemistry. Also, students applying to The Wallace E. Carroll School of Management are strongly encouraged to complete four years of mathematics.

### Standardized Testing

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

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

All standardized test results are used in the admission process. Applicants are required to take all standardized tests no later than the January administration date of their senior year.

Domestic students for whom English is not a first language may elect to take the English Language Proficiency Test (E.L.P.T.). The Committee on Admission will select the best combination of test scores when evaluating an application.

### Application Procedures

#### Regular Freshman Admission

Students applying to Boston College should submit the Preliminary Application (available in the Admission Viewbook or Bulletin) by January 1 and a completed Common Application by January 15. When the student's completed Preliminary Application is submitted with the \$55 application fee, the Admission Office will mail a packet that contains the Common Application as well as admission and financial aid instructions and deadlines. Candidates are notified of action taken on their applications between April 1 and April 15.

#### Early Action

Superior students who are seriously considering Boston College may want to apply through the Early Action Program. This would necessitate submitting the Preliminary Application by October 15 and a completed Common Application by November 1. Candidates

will learn of the Admission Committee decision before December 25, but they will have the same deadline (May 1) as the other candidates to reserve their places.

### Admission-In-Transfer

Applications for admission-in-transfer are accepted for both fall and spring semesters. Transfer admission is open to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must normally have a 2.5 cumulative grade point average to be considered for admission. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

Transfer applicants must complete a Preliminary Application and the Boston College Transfer Application, which will be sent to applicants after submission of the Preliminary Application. In addition, transfer applicants must submit complete, official transcripts of courses taken in all semesters at other colleges or universities.

### Transfer of Credit

Transfer credit is evaluated on the basis of number of courses successfully completed rather than the credit hours earned. Thirty-eight courses are required for graduation of which a maximum of 20 may be transfer courses. The following are principal conditions affecting the transfer of credit to Boston College:

- The course must be taken at a regionally accredited college or university.
- The course must be similar in content and depth to a course taught at Boston College
- A grade of at least C must be earned in the course.

### Residency Requirements

There is a four semester residency requirement; students must spend four semesters as full-time students and complete a minimum of 18 one-semester courses to be eligible for the degree.

### Date of Graduation

A transfer student's date of graduation from Boston College is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. No transfer student may accelerate the date of graduation as stated in the acceptance letter, with the following exception: if transfer applicants have attended a school with an academic program different from Boston College and the loss of status is due solely to the differences between academic systems, students will be allowed to make up their status and graduate with their class.

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

### Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admission. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact Dean of the College of Advancing Studies, McGuinn 100, Boston College, Chestnut Hill, MA 02467.

### Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants

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

**NB:** Unless a student earns a minimum of 18 advanced placement units, advanced placement does not substitute for any of the 38 courses required for graduation.

*English:* Students receiving a 3 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 3 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 4 or 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements.

*History:* The A.P. exam in American History does not fulfill the history Core requirement of two European history courses but it does fulfill the American Civilization requirement for the major. Students receiving a score of 4 or 5 on the A.P. exam in European History are considered to have fulfilled the Core requirement in history.

*Natural Science:* Students receiving a 4 or 5 on the A.P. exam in Biology, Chemistry or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are required to take one semester of a Natural Science Core course to fulfill the Core requirement.

*Social Science:* Students receiving a 4 or a 5 on the A.P. test in either Government, Politics or Economics are considered to have fulfilled half the social science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science.

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

*Arts:* Students receiving a score of 3 or more on the Art History or the Studio Art exam are considered to have fulfilled the Core requirement in Arts.

*Arts and Sciences and CSOM Foreign Language Proficiency Requirement:*

Students receiving a score of 3 or better on the A.P. foreign language exam or a score of 500 or better on the SAT II foreign language exam have fulfilled the language proficiency requirement.

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

Should a student earn the equivalent of 18 or more credits—whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods—he or she will be eligible for advanced standing and the courses may be used for degree credit. All students must complete a minimum of 9 Core courses at Boston College and 38 courses will still be required for graduation unless exempted by a Dean.

### Early Admission

Under the Early Admission Program, exceptional high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a

letter stating that they have either completed all their requirements for graduation or they will receive their diploma after the freshman year at Boston College.

### AHANA Student Information

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

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

### Options Through Education Program

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

### International Student Admission

International Students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation.

### FINANCIAL AID

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

Financial Aid application materials generally become available in the Office of Student Services (Lyons Hall) each December for the following academic year. Students wishing to be considered for assistance from federal, state or institutional sources must complete all required forms.

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

### Application Information

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

#### Undergraduate:

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

- The College Scholarship Service Profile form, if a first time applicant
- **Graduate:**
- The Boston College Graduate Financial Aid Application/Validation Form
- The Free Application for Federal Student Aid (FAFSA)
- A signed copy of student's (and spouse's, if married and filed separately) most recent Federal Income Tax Return, if selected for the federal verification process

The 1999-2000 Financial Aid applications, including FAFSAs, for Continuing graduate students are available at the graduate schools; at the John Courtney Murray, S.J. Graduate Student Center; and, at the Office of Student Services in Lyons Hall. Completion of both forms are required to determine your eligibility for federal financial aid awards.

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

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

Undergraduate students applying for financial aid are expected to make application to their own state scholarship program (residents of Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont, Pennsylvania, District of Columbia, and Maine) as well as to the Federal Pell grant program.

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

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

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Office of Student Services and the University may be required to adjust the need-based aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet institutional need and second, to reduce a portion of the self-help component (work or Federal Perkins loan) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected. The Federal Stafford Loan is reduced last. "Outside" assistance is defined as any assistance awarded by any agency, department, etc., other than the Boston College Office of Student Services. Assistance received from other University departments, such as Athletics, Housing, Graduate departments, etc., must be incorporated into the

need-based package and can in fact reduce that need-based award. State scholarships are not considered outside aid and will generally be used to reduce the Boston College grant or scholarship assistance.

Students participating in the International Study Program or Resident Assistant (RA) programs are encouraged to check with their financial services associate as this program may affect receipt of financial aid funds including Boston College Scholarship or Grant funds.

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

#### **General Information**

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or canceled if the requirements of the award are not met. Students receiving a Federal Perkins Loan and/or a Federal Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines. A student's work-study award may be canceled if he or she has failed to secure a job, or is not on the University's payroll system, by October 1.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the College of Advancing Studies) has not changed. Any change in the student's status must be reported to the Office of Student Services as it can affect the financial aid award. In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the Dean of each school at Boston College. Students should check with their respective Deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her Dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's financial services associate.

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other



financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (i.e., Federal Stafford Loan) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

### UNIVERSITY CORE REQUIREMENTS

As a Jesuit University, Boston College has as its heritage a 400-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 defining works of the humanities, sciences and social sciences. A special faculty committee, the University Core Development Committee (UCDC), assists departments in developing the content and methodology of these Core offerings. The committee also encourages the creation of new courses and interdepartmental programs.

Many students report that Core courses open up for them issues and interests of which they had been previously unaware. Such a broadening of horizons is exactly what the Core program is intended to achieve. From this more informed perspective students are better equipped to make a wiser selection of a major. Students also discover that Core courses introduce them to the kind of thinking that coordinates what they are learning in various disciplines and relates this learning to the moral significance and practical direction of their lives.

The following requirements comprise the Core curriculum and are required for all students entering Boston College.

- 1 course in the Arts (Fine Arts, Music, Theatre)
- 1 course in Cultural Diversity (The Cultural Diversity requirement may be fulfilled by an appropriate course taken

to fulfill another Core requirement, a major requirement, or an elective)

- 2 courses in History (Modern History I and II)
- 1 course in Literature (Classics, English, German Studies, Romance Language and Literatures, Slavic and Eastern Languages)
- 1 course in Mathematics
- 2 courses in Natural Science (Biology, Chemistry, Geology, Geophysics, Physics)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education, Economics, Political Science, Psychology, Sociology)
- 2 courses in Theology
- 1 course in Writing

### FIRST YEAR EXPERIENCE

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

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

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

The parent/guest program seeks to develop themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standard surrounding alcohol, sex, diversity and academic performance are addressed.

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

**SPECIAL PROGRAMS**

**Cross Registration**

*The Consortium*

Under a program of cross-registration, sophomores, juniors and seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the Office of Student Services, Lyons 101.

Graduate students may cross register for one course each semester at Boston University, Brandeis and Tufts. M.B.A. students are not permitted to register at Brandeis University and students in the Graduate Finance program are not allowed to cross register at any of the universities. Undergraduate students (except freshmen) may cross register at Boston University, Brandeis, Hebrew College, Pine Manor, Regis and Tufts. Cross registration materials are available in Lyons 101. To cross register follow the procedures below:

- Obtain the Cross Registration form in Lyons 101
- Obtain authorization from your Dean
- Have the form signed by the host institution
- Return the form to Lyons 101 by the appropriate date

You will not receive credit for the class without returning the signed cross registration form.

Students will be registered no earlier than the first day of classes at the host institution.

*Graduate Consortium in Women's Studies at Radcliffe*

The Graduate Consortium in Women's Studies at Radcliffe is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. Graduate students enrolled in degree programs at Boston College may take GCWS seminars with department permission and should follow the cross registration procedures described under Consortium.

*Boston Theological Institute (BTI)*

Students who want to cross register through the Boston Theological Institute (BTI) should pick up a cross registration petition in Lyons 101 and return it with the proper authorization by the appropriate date. Students are expected to consult with their advisor or department chairperson before cross registering. Theology majors may take up to half of their courses through BTI. For further information call the Office of Student Services at 617-552-3300.

The following colleges and universities participate in the BTI cross registration program.

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

*Undergraduate Faculty Research Fellows Program*

The Undergraduate Faculty Research Fellows Program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based

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

*Honors Program*

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete most of this Core in a four-year sequence of courses and academic challenges that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation a student can then build a major concentration in one or more specialized disciplines.

*Center for International Studies*

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

Contact: Marian B. St. Onge, Center for International Studies.

**Australia**

*Monash University*

Semester or full-year program at the 1994 Australian University of the Year. *Undergraduate and graduate.*

*University of Melbourne*

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

*Melbourne Internship*

Six-week summer work opportunity in Melbourne. *Undergraduate and graduate.*

*Murdoch University*

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

*Notre Dame University*

Semester or full-year program for students with an interest in education or theological studies. *Undergraduate.*

*University of New South Wales*

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

**Belgium**

*European Experience*

Three-week May-June introduction to the European Union based in Louvain. *Undergraduate and graduate.*

**Chile**

*Catholic University of Chile*

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

**Caribbean Islands**

*Caribbean Studies*

Three-week Black Studies summer program in Barbados. *Undergraduate and graduate.*

**China**

*Hong Kong University of Science and Technology*

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

*Social Policy and Human Services*

GSSW-sponsored 24-day field experience in China examining local social policy. Spring semester. *Graduate.*

*Hangzhou Internship*

Six-week summer work opportunity in the Shanghai/Hangzhou area. *Undergraduate and graduate.*

*Beijing*

Boston College is affiliated with the Jesuit Consortium of Beijing and the Council on International Educational Exchange to provide students at all language levels the opportunity to study in China. *Undergraduate and graduate.*

*Shanghai*

Semester program for students with little or no Chinese language background. *Undergraduate.*

**Cuba**

*Social Policy and Human Services*

GSSW-sponsored 15-day field experience in Cuba examining local social policy. *Graduate.*

**Denmark**

*Copenhagen University*

Semester or full-year programs across the disciplines and of particular interest to students of political science. *Undergraduate and graduate.*

*Copenhagen Business School*

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

**Ecuador**

*Universidad San Francisco de Quito*

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

*Nursing Service Project*

Two-week field experience in Guayaquil over Christmas break. *Undergraduate.*

**England**

*Advanced Studies in England*

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

*King's College*

Semester or full-year program for undergraduates across the disciplines including an excellent pre-medical program. Graduate law program examines international and comparative law. Internship component. *Undergraduate and graduate.*

*Lancaster University*

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

*London School of Economics*

Full-year program in economics, international relations, and history. *Undergraduate and graduate.*

*Oxford University*

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

*Queen Mary and Wesfield*

Semester or full-year program at the University of London's hip East End campus. *Undergraduate and graduate.*

*University College London*

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

**France**

*Critical Studies Paris*

Semester or full-year interdisciplinary program focusing on contemporary French thought. *Undergraduate and graduate.*

*University of Paris*

Semester or full-year program run in collaboration with the Mission Interuniversitaire des Echanges Franco-americains. *Undergraduate and graduate.*

*Ecole Normale Supérieure*

Full-year exchange with France's foremost teachers' university. *Graduate.*

*University of Strasbourg*

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

*Strasbourg Internship*

Six-week summer work opportunity. *Undergraduate and graduate.*

*Institute for Management and Business Administration of Paris*

Semester program for undergraduates in CSOM or economics. Curriculum in French and in English. *Undergraduate.*

*ESC Exchanges*

Semester or full-year programs in management for M.B.A. students in Bordeaux, Brest, and Clermont-Ferrand. *Graduate.*

*Political Science Institute (Sciences Po Paris)*

Semester program at France's premiere institute for the study of social sciences. *Undergraduate.*

**Germany**

*Dresden Technical University*

Semester or full-year program with course offerings in the humanities, social sciences, and business. *Undergraduate and graduate.*

*Eichstatt Catholic University*

Semester or full-year program with special emphasis on German studies. *Undergraduate and graduate.*

**India**

*University of Madras, Loyola College*

Fall semester program across the disciplines including a core course in Indian religious traditions. *Undergraduate.*

**Ireland**

*Queen's University Belfast*

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

*National University of Ireland Cork*

Semester or full-year program across the disciplines with excellent Irish studies curriculum. *Undergraduate and graduate.*

*Trinity College Dublin*

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

*University College Dublin*

Semester or full-year program with offerings across the discipline and at every level. *Undergraduate and graduate.*

*National University of Ireland Maynooth*

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

*National University of Ireland Galway*

Full-year program with a special fall semester option for senior Irish Studies students. *Undergraduate and graduate.*

*Abbey Theatre Program*

Six-week summer theatre workshop. *Undergraduate and graduate.*

*Dublin Internship Program*

Six-week summer work opportunity. *Undergraduate and graduate.*

**Israel**

*Hebrew University*

Full year or semester program with the Rothberg School of Overseas Studies. *Undergraduate and graduate.*

**Italy**

*Classical Studies Rome*

Semester program for junior classical studies majors or minors. *Undergraduate.*

*University of Parma*

Semester or full-year program for students with at least intermediate level Italian. *Undergraduate and graduate.*

*Florence Summer Program*

A three-week program with a focus in the Italian Renaissance art in Italy. *Undergraduate.*

**Japan**

*Sophia University Tokyo*

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

**Korea**

*Sogang University Seoul*

Academic exchange offering a wide range of courses in Korean and English. *Undergraduate and graduate.*

**Mexico**

*Iberoamericana University*

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

**Morocco**

*Al Akhawayn University*

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

**The Netherlands**

*University of Amsterdam*

English courses available campus-wide. *Undergraduate and graduate.*

*University of Nijmegen*

Program in English literature and American studies. *Undergraduate.*

**Norway**

*University of Bergen*

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

**The Philippines**

*Anteneo de Manila University*

Fall semester program in English which combines coursework with a one-month service project. *Undergraduate.*

**Poland**

*Jagiellonian University*

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

**Russia**

*St. Petersburg Study and Research Program*

Program at the Russian Academy of Science focusing on Russian literature, history, and language. *Undergraduate and graduate.*

**Scotland**

*University of Glasgow*

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

**South Africa**

*Rhodes University*

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

**Spain**

*Universidad Pontificia Comillas de Madrid*

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

*Boston College in Madrid*

Semester or full year of studies across the disciplines for students at every level of Spanish-language. *Undergraduate and graduate.*

*Universidad Pompeu Fabra Barcelona*

Studies in economics for students with Spanish-language skills. *Undergraduate and graduate.*

*ESADE*

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

*Deusto*

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

**Sweden**

*Uppsala University*

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

**United States**

*American University*

Semester program in Washington, DC, has an international economic development track that includes field study in Kenya and Costa Rica. *Undergraduate.*

**Other Opportunities**

**M.B.A. Summer Experience**

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

**Overseas Teaching Program**

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

**Presidential Scholars European Program**

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

**Volunteer Programs**

Short-term volunteer opportunities are available during vacation periods in Belize, Jamaica, Mexico and Nicaragua. *Undergraduate and graduate.*

Contact: Ted Dziak, S.J. (Chaplaincy)

**Exchange Program**

**The Washington Semester Program**

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

**Pre-Professional Programs**

**Pre-legal Program**

Boston College offers pre-legal advisement through the Pre-Law Advisory Board, which is composed of faculty members and administrators who advise students about careers in law and about

the academic and extracurricular programs that will best prepare them for entry into law school. The Board in cooperation with the Bellarmine Law Academy (the student pre-law association) and the Boston College Career Center present a series of panels each year on different aspects of the legal profession and the law school admission process. Members of the Board are also available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is recommended that students include at least some of the following courses in their programs of study: Logic, Mathematics, Law, Public Speaking, English (especially intensive writing courses), History, Sociology, and Political Science. You can indicate your interest in receiving announcements of Pre-Law panels and activities by filling out the card that you will receive at Orientation or in the mail. For further information, contact the Chairperson of the Pre-law Advisory Board, Dean Joseph Burns, Gasson 104, 617-552-3272.

### **Premedical/Predental Program**

Medical, dental and veterinary schools welcome all good students, not just science majors. Thus, the student planning to pursue one of these careers may choose for his or her major field any one of the humanities, natural sciences, or social sciences. However, health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical, dental, or veterinary schools require one year of the following:

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

In addition, one year of Mathematics is usually strongly recommended. Some medical schools require Calculus.

A few schools have additional required courses, such as biochemistry. Therefore, students should carefully research the specific requirements of the schools to which they wish to apply.

Undergraduates who plan to enter a medical/dental/veterinary school the fall after they graduate should attempt to complete the required science/math courses by the end of their junior year. Most students take the Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) in April of their junior year. The basic science courses are covered in these exams. Course areas also useful in helping prepare for the entrance exams, although not required, are biochemistry, genetics, molecular biology, and physiology. Note that the MCAT includes two graded essays. This is an indication that medical schools are increasingly interested in students who can communicate clearly and who also have some sophistication in areas such as medical ethics and the economics, politics, and culture of health care.

Also, students who plan to enter medical/dental/veterinary school the fall after they graduate, should ideally file their application during the summer after they complete their junior year. If a student is a competitive candidate, he/she would then be invited for interviews during the fall or early winter of his/her senior year. If accepted, a student would begin graduate school in August/September after graduating from B.C.

An increasing numbers of students at B.C. (and other institutions) feel that they would like to complete the Premedical/Predental/Preveterinary Program over four, instead of three, years. This allows more flexibility during their undergraduate careers and that extra year also allows students to raise their cumulative averages

thus increasing chances for acceptance. This is an especially good option if a student has had a modest performance during his/her freshman year. Nevertheless, this would postpone graduate studies by one year. The majority of students entering health professions graduate school do not enroll directly after graduating from college.

The program options listed below assume that an individual will be applying to health professions graduate school after the junior year. But, as mentioned above, if a student feels that he/she does not need to start his/her graduate program the fall after he/she graduates, he/she may want to spread the required Premedical/Predental/Preveterinary courses out over four, instead of three years. This would allow a student more flexibility during his/her undergraduate career, but will postpone graduate studies by one year. Recently, this has become an increasingly popular option at Boston College, as well as other institutions.

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. Please note that General Biology Lab (BI 207) is only available during spring term. A two credit laboratory, it meets twice a week and is therefore the equivalent of one year of biology laboratory. Two program options appear below, but other sequences are possible:

#### **Option A: Non-Science Majors**

##### **Freshman Year**

- Introductory Biology (BI 200-202)\*
- General Biology Lab (BI 207)
- General Chemistry (CH 109-110)\*\*
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)
- English Core Requirement
- Electives/Core Courses

##### **Sophomore Year**

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

##### **Junior Year**

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

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

\*\* General Chemistry (CH 109-110) or the honors chemistry courses CH 117-118 Principles of Modern Chemistry and CH 119-120 Modern Chemistry Laboratory—both by invitation of the instructor only.

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

#### **Option B: Non-Science Majors**

Another option would be to take General Chemistry Lecture (CH 109-110), General Chemistry Lab (CH 111-112), and Calculus (MT 100-101) Freshman year. During Sophomore year, students may take Biology and Organic Chemistry, plus associated labs. Physics and possible Biology electives could be taken Junior

year. This option allows students to ease into premedical courses, but the disadvantage is that, students who are not competitive probably will not know this fact until the end of his or her sophomore year. Additional options, such as delaying calculus until sophomore year, are possible as well.

**Program Options for Science Majors**  
**Biology and Biochemistry Majors**

The requirements for the Biology and Biochemistry majors at Boston College fulfill all of the core premedical/predental/preveterinary requirements outlined above. For a complete listing of the required courses for these majors, please refer to the appropriate program descriptions within this Catalog. Biology and Biochemistry majors fulfill their Biology premedical laboratory requirement by completing BI 310-311 (Molecular Cell Biology and Genetics Laboratory) during sophomore year. Therefore BI 207 (General Biology Lab) is not required for Biology and Biochemistry majors.

**Chemistry Majors**

The requirements for the Chemistry major fulfills most, but not all, of the core premedical/predental/preveterinary requirements. There is no biology course required for the major. Given this, most Chemistry majors take Introductory Biology (BI 200-202) and General Biology Laboratory (BI 207) during junior year. Please note that MT 102-103 is the required math sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, please refer to the appropriate program description within this Catalog.

**Geology and Geophysics/Physics Majors**

The requirements in these two areas fulfill some of the core premedical/predental/preveterinary requirements. As a student plans his/her major, he/she should be sure that the chosen program includes the required premedical/predental/preveterinary core courses listed under "Non-science Majors (Option A)" above. For a complete listing of the required courses for these majors, please refer to the appropriate program descriptions within this catalog.

**Advanced Placement**

Health professions graduate schools vary in their attitudes toward Advanced Placement, so we suggest that students contact individual schools if they have questions concerning the policy at specific institutions.

*Guidelines:* If a student has received advanced placement in a science (Biology, Chemistry, Physics), most medical schools will accept this as long as he/she takes an equivalent number of courses (and laboratories) at a more advanced level within that discipline. If he/she has received advanced placement in Mathematics, most schools will accept this and will either grant him/her one or two semesters credit for Mathematics. Regardless of whether or not students receive advanced placement in English, we strongly recommend that they take two English courses while in college.

Please keep in mind that premedical/predental/preveterinary requirements may or may not coincide with the requirements of a major. For example, if a student is a Biology major and has received advanced placement for two semesters of calculus, the Biology Department will still require him/her to take two mathematics courses—or related approved electives. If a student arrives at Boston College with advanced placement in mathematics, the Mathematics Department may recommend he/she begin by taking a higher level mathematics course. Please keep in mind that this is only a recommendation. Students who think that their background is insufficient should feel free to "drop down" to a lower level course (e.g., MT 100) before the drop/add period ends.

There are clearly pluses and minuses to taking advantage of advanced placement opportunities. On the plus side, it allows students to get more quickly involved in intellectually challenging upper level courses. On the negative side, freshman year is often a significant period of adjustment. This, combined with the highly competitive nature of health professions graduate school admissions, may argue for extra careful course planning during freshman year.

**Further Information**

Dr. Robert Wolff, Higgins 610 (617-552-4663), is the Premedical/Predental advisor and Dean Joseph Burns, Gasson 104 (617-552-3273) is the general advisor for Pre-professional students. Additionally, detailed Premedical Advising Packets are available in the Premedical Office (Higgins 610).

**Presidential Scholars Program**

The Presidential Scholars Program offers applicants drawn from the top 1-2% of the national pool of students the opportunity to participate in an integrated four-year program that is uniquely expressive of Boston College's Jesuit heritage. Approximately fifteen Scholars are chosen from among Early Action applicants on the basis of academic excellence, leadership potential and a commitment to community service. The Program's purpose is to offer a group of extraordinary individuals the richest academic experience available at the University, one that encourages the pursuit of excellence both within and beyond the university walls.

In addition to required membership in one of the University's Honors programs, Presidential Scholars participate in three summer programs: community service (after the freshman year), international travel and study (after the sophomore year) and professional internship (after the junior year). They also meet regularly during the semester with leaders drawn from private enterprise, public service and academe. During their senior year, Scholars are required to undertake an independent research project and submit an honors thesis.

**University Capstone Courses**

The University Capstone program offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and the search for higher meaning. Capstone seminars are taught by faculty from various schools and departments within Boston College, and are limited to 15 to 20 students. See the "University Courses" section.

**Reserve Officers Training Program**

*Air Force Reserve Officer Training Program*

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three or two years and include tuition (full or partial), books, fees, and \$150 per school month stipend. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any major. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

### *Army Reserve Officers Training Program*

In cooperation with Northeastern University, the Army Reserve Officers Training Corps (ROTC) Program is offered to qualified Boston College students. Through the BC Extension Center, a majority of the classes, drills, and training are conducted on campus. Basic Course (freshman/sophomore) involves about two hours per week with no service obligation (unless on scholarship) while Advanced Course (junior/senior) results in a Second Lieutenant's commission and a service obligation.

Advanced Course and scholarship students receive \$150 per month while in school. Limited ROTC Scholarships of four and three years are available to qualified students at up to \$20,000 per year for tuition and up to \$400 annually for fees and \$450 annually for books, supplies and equipment. An incentives program from BC is also available. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25) at 617-552-3230, or refer questions to the Associate Dean for Student Development Michael Ryan, 617-552-3470.

### *Navy Reserve Officer Training*

This program is available only to students in the School of Nursing. They may cross enroll in Navy Reserve Officer Training at Boston University. Three and four year programs exist with possible scholarships (all expenses except for room and board, with a \$150 per school month stipend) for qualified Nursing students. All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

### *Marine Corps Platoon Leaders' Class*

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores and juniors. No classes or training takes place during the academic year with the exceptions of informal meetings or participation in the "Semper Paratus" Club.

Student/candidates attend Officer Candidate School (Quantico, VA) training either in two 6 week sessions (male freshmen/sophomores) or one 10 week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then 3 1/2 years active duty or longer if aviation positions. Student/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 617-451-3012.

## ACADEMIC REGULATIONS

In addition to being familiar with the academic regulations listed below, students are expected to know the academic regulations of their school as printed on subsequent pages of this Catalog, or in the appropriate individual school's bulletin.

### **Academic Integrity**

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be adjudicated according to the policies and procedures of the appropriate school or college.

### **Academic Grievances**

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the

Undergraduate/Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

## Grading

### Undergraduate

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

Students who are enrolled in a year-long course that is graded at the end of the year will receive a grade of "J" for the first semester. The "J" grade is defined as "grade deferred." Students who withdraw from a course after the Drop/Add period will receive a grade of "W." Neither of these grades is included in the calculation of the grade point average.

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

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the Office of Student Services to each student shortly after the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report should resolve the discrepancy within the first six weeks of the following semester.

### Graduate

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. In addition, students in the Law School may receive grades of C+, C- and D. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. For Law School students, the grades of C-, and D may be awarded for work that is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. *Note:* Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards that apply to their individual degree programs. A Pass/Fail option is available for a limited number of courses, as stipulated by the School. Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis.

### 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

## **Incompletes and Deferred Grades**

### **Undergraduate**

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" after six weeks in the semester following the semester in which the course was taken.

### **Graduate**

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of I for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A Graduate School of Social Work student who fails to remove an I within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

A J grade is recorded when the grade is deferred.

## **Graduation**

The University awards degrees in May, August, and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date.

In order to ensure timely clearance students should sign up for graduation in the Student Services Office by the deadline published in the Academic Calendar. University policy states that degree candidates must be registered in the semester in which they graduate.

## **Dean's List**

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

## **Degree With Honors**

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating

class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

## **Leave of Absence**

All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register or who want a leave of absence for a given semester must file the Leave of Absence form with their Dean's Office.

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

Undergraduate students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admission.

## **Readmission**

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

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

Note: Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement.

## **Student Absence from a Semester Examination**

Students will have to arrange with the professor for making up a semester examination that they have missed. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

## **Student Absences for Religious Reasons**

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

## **Transfers Within Boston College**

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen



should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are as follows:

### *College of Arts and Sciences*

- Associate Dean Burns—Gasson 104
- Associate Dean Dunsford—Gasson 109
- Associate Dean Green—Gasson 109B
- Associate Dean O’Keeffe—Gasson 109

### *Lynch School of Education*

- Assistant Dean for Students and Outreach Cawthorne—Campion 104A

### *Carroll School of Management*

- Associate Dean Keeley—Fulton 360A

### *School of Nursing*

- Associate Dean Higgins—Cushing 202

### **Transcript of 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 students who are currently enrolled, these averages are not maintained as part of a student’s permanent academic record. Only the student’s final overall cumulative average appears on the permanent record (transcript). For students in the Law School and the Graduate Schools of Management, Education, Nursing and Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences.

Note: Students in Education and Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

Transcript requests must be submitted in writing to: Transcript Requests, Office of Student Services, Lyons Hall 113, Boston College, Chestnut Hill, MA 02467. Usually requests are processed within 24-48 hours of receipt. University policy prohibits the issuance of partial transcripts.

### **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.

### **Withdrawal from a Course**

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a “W” recorded in the grade column of their permanent record. To withdraw from a course after the registration period, students should go to the Office of the Associate Dean for their school. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. 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 Dean’s Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

### **University Degree Requirements**

The requirement for the Bachelor’s Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in CSOM, all others require a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, dis-

tributed over eight semesters of full-time academic work. The Office of Student Services sends every degree candidate a degree audit each semester. Core and major requirements stated in the Catalog may, in exceptional circumstances, be waived or substituted by the student’s Dean or major department. Such exceptions must be communicated in writing to the Office of Student Services. Acceleration of degree programs is possible in exceptional circumstances, provided Dean’s approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

## UNIVERSITY (SENIOR) AWARDS AND HONORS

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

*Scholar of the College:* For unusual scholarly and/or creative talent as demonstrated in course work and the Scholar’s Project. Candidates for Scholar of the College are nominated by the department Chairperson and selected by the Dean in their junior year.

*Order of the Cross and Crown:* For men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

*Bapt Philosophy Medal:* For overall outstanding performance in philosophy courses.

*Andersen Consulting Award:* Given to the senior in the College of Arts and Sciences who has demonstrated outstanding achievement in computer sciences.

*Andres Bello Award:* For excellence in Spanish.

*George F. Bemis Award:* For distinguished service to others.

*Albert A. Bennett Award:* For a high level of mathematical achievement and interest in and desire for a career in teaching.

*Wendy Berson Award:* For excellence in Romance Languages.

*Alice Bourneuf Award:* For excellence in Economics.

*Francis A. Brick Award:* For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

*Brendan Connolly, S.J. Award:* For outstanding love of books and learning.

*Matthew Copithorne Scholarship:* For a graduating senior who exhibits exemplary qualities of character, industry and intelligence and plans to do graduate study at Harvard or M.I.T.

*Donald S. Carlisle Award:* Given each year to a graduating senior for achievement in Political Science.

*Cardinal Cushing Award:* For the best creative literary composition published in a Boston College undergraduate periodical.

*The John Donovan Award:* For the best paper for a sociology course.

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

*Patrick Durcan Award:* For overall outstanding performance in history courses.

*Maeve O’Reilly Finley Fellowship:* For a graduating senior or Boston College graduate student who has demonstrated outstanding achievement in Irish Studies and who will enter an Irish university graduate program.

*Mary A. and Katherine G. Finneran Commencement Award:* For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

*Thomas I. Gasson, S.J. Award:* For a distinguished academic record over four years.

*General Excellence Medal:* For general excellence in all branches of studies during the entire four years at Boston College.

*Princess Grace of Monaco Award:* For excellence in French.

*Janet Wilson James Essay Prize:* For an outstanding Senior Essay in the area of Women’s Studies.

*William A. Kean Memorial Award:* To the outstanding English major.

*Bishop Kelleher Award:* For the best writing in poetry published in a Boston College undergraduate publication.

*William J. Kenealy, S.J. Award:* For distinction in both academic work and social concern.

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

*Allison R. Macomber, Jr. Award in the Fine Arts:* For outstanding work in the Fine Arts.

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

*Richard and Marianne Martin Award:* For excellence in Art History and Studio Art.

*Denis McCarthy Award:* For outstanding work in creative writing.

*John W. McCarthy, S.J. Award:* For the outstanding project in the sciences, humanities and social sciences.

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

*Henry J. McMabon Award:* For a graduating senior who has been accepted at a law school and has been distinguished by scholarship, loyalty, and service to the College.

*John F. Norton Award:* For the student who best personifies the tradition of humanistic scholarship.

*Cardinal O'Connell Theology Medal:* For overall outstanding performance in theology courses.

*John H. Randall III Award:* For the best essay on American literature or culture during the previous year.

*Mary Werner Roberts Award:* For the best art work published in the *Stylus* this year.

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

*Harry W. Smith Award:* For use of personal talents to an exceptional degree in the service of others.

*Joseph Stanton Award:* For a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Dr. Joseph R. Stanton Scholarship:* 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.

*Tully Theology Award:* For the best paper on a theological subject.

*Max Wainer Award:* For the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

### Peter S. and Carolyn A. Lynch School of Education

*General Excellence Award:* An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.

*The Saint Edmund Campion Award:* An award presented by the Boston College School of Education for excellence in an academic major.

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

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

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

*The Dean's Award:* For outstanding academic accomplishments.

*The Dean's Award:* For academic excellence and outstanding performance in field placements.

*The Dean's Award:* For outstanding academic excellence.

*The Dean's Award:* For outstanding academic achievement.

*The Dean's Award:* For distinguished accomplishment as a Minority Teaching Scholar.

*The Rev. Charles F. Donovan, S.J., Award:* This award is presented to a member of the Senior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. The recipient of this award 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.

*The Dr. Marie M. Gearan Award:* An award presented in honor of Professor Gearan, a member of the original faculty and the 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.

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

*The Blessed Richard Gwyn Award:* An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

*The Rev. James F. Moynihan, S.J., Award:* This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairperson of the Psychology Department and Professor of Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

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

*The Mr. and Mrs. Vincent P. Roberts Award:* An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

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

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

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

*The Rev. John Christopher Sullivan, S.J. Award:* An award presented in honor of John Christopher Sullivan, S.J., the first Associate Dean in the School of Education, to a member of the Senior Class who, like Father Sullivan, exhibits the qualities of cheerfulness, creativity, enthusiasm and high energy. The recipient is a person who demonstrates respect for individuals and is supportive of others, a person sharing with them the gift of personal care, regard, and individual attention, warmth, respectful sense of humor, whose personality and actions reflect an appreciation of the dignity and value of every individual.

*The Rev. Henry P. Wennerberg, S.J. Award:* An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

*The John J. Cardinal Wright Award:* A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Eminence, John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

### Carroll School of Management

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

*The Andersen Consulting Award:* Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

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

*Finance Department Outstanding Student Award:* Awarded annually, by decision of a faculty committee of the Finance Department, to an outstanding senior majoring in Finance.

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

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

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

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

*The Procter & Gamble Award:* Presented annually on behalf of Procter & Gamble to an outstanding marketing student who has shown significant academic growth and business community contributions.

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

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

*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 judged outstanding in character and achievement by a faculty committee.

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

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

### School of Nursing

*The Diolinda B. Abilheira Nursing Scholarship* was established in 1991 by Diolinda B. Abilheira in honor of her mother to assist qualified nursing students in meeting their financial obligations while studying at Boston College.

*The Margaret Callahan Anderson Memorial Scholarship* is awarded to honor Mrs. Anderson, to recognize her dedication to nursing, and to assist financially a nursing student in the completion of his or her nursing program.

*The Vera Crossley Condon Scholarship* is awarded to a student who is in financial need, who demonstrates academic excellence, who has a desire to work with the mentally retarded, and who also is an asset to the profession of nursing and to Boston College School of Nursing.

*The Samuel P. DiMeo Scholarship* is awarded to a student who is in financial need, who demonstrates academic excellence and a potential for a successful career in nursing, and who also is an asset to the profession of nursing and to the Boston College School of Nursing.

*The Elaine Gordon Scholarship* is awarded to a registered nursing student who has completed one year of full-time study at Boston College School of Nursing.

*The Rev. Edward J. Gorman S.J., Scholarship* is a scholarship awarded to a junior nursing student whose nursing care exemplifies the ideals of humanistic nursing practice. Emphasis is placed on the personal and professional characteristics of respect for the value of human life, the individuality of people, and demonstrated leadership in the student and student-faculty activities of the School of Nursing.

*The Rita P. Kelleher Scholarship* is awarded to a sophomore who is in financial need and is in good academic standing. The recipient must demonstrate service to the School of Nursing, the profession, the University, and the community.

*The Mary E. Love Scholarship* is awarded to a sophomore or junior who is in financial need, who demonstrates a potential for a successful career in nursing, and who is an asset to the profession of nursing and to the Boston College School of Nursing.

*The BCSNA Scholarship* is given annually to a student currently enrolled in the Boston College School of Nursing and who has completed 91 credits.

# College of Arts and Sciences

## UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the undergraduate liberal arts college of the University. Its graduates earn the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the major field. A student's program consists of Core curriculum courses, a major and elective courses. A degree from the College of Arts and Sciences provides preparation for graduate study in the major field or a related field. It also furnishes sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by the professional schools or employers, the student can effectively enter any one of a wide variety of careers.

Core courses reflect the Jesuit tradition of an integrated curriculum. Through them a student learns how disciplines examine perennial human and world issues differently and becomes acquainted with their methodology and history. The student can then relate this learning to the moral significance and practical direction of his or her life.

A major is a systematic concentration of 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. Majors are available in the following fields: Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Economics, English, Environmental Geosciences, Film Studies, Geology, Geophysics, German Studies, History, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theatre, and Theology. Some departments offer a minor for students who wish to complement their major with intensive study in another area. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas. A student may choose more than one major, but in each must fulfill the minimum requirements set by the Department and the College.

Because of the diversity offered by the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, as well as in the Core curriculum, and electives. Students, particularly those with even a tentative interest in major fields (e.g., languages, sciences, mathematics or art) which are structured and involve sequences of courses, should begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

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

Information for First Year Students has been included in the sections pertaining to the Core curriculum and departments and

programs. First Year Students should register initially for a Writing or Literature course, introductory major courses, and courses that fulfill other Core or language requirements and/or introduce them to potential fields for a major.

## ACADEMIC REGULATIONS

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

Each student is expected to know the Academic Regulations presented below.

### Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Within this requirement, all students must complete the Core curriculum and a major of at least 10 courses and must fulfill the language proficiency requirement. Thirty-two of the required 38 courses must be in Departments of the College of Arts and Sciences. The remaining 6 courses may be chosen from the offerings at the Boston College professional schools.

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

- 1 course in Writing
- 1 course in Literature (Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 1 course in Mathematics
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Economics, Political Science, Psychology, Psychology in Education, or Sociology)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity

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

Identification of the courses that will satisfy the Core can be determined by reference to each semester's *Schedule of Courses*.

1.3 All students in the College of Arts and Sciences must before graduation demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a satisfactory score on a standardized exam, by passing an exam administered by a Language Department, or by successful completion of the second semester of course work at the intermediate level or one semester above the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course credit.

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the

introductory level at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 It is possible for a student to major in two fields, but for each major all requirements must be satisfied, *and no course may count toward more than one major* or toward a major and a minor.

### Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are usually required to carry five courses per semester; seniors, four courses per semester. Students may take up to 2 elective courses in the summers before their sophomore and junior years in order to reduce their course load by 1 course a semester during those years. Freshmen and seniors may not reduce their course load. Students who fail to complete the normal requirements for their status by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Students should make up deficiencies as soon as possible (see 5.4). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register on-line for the sixth course during the first week of class, and must notify the Dean by the sixth week of classes whether they wish to drop the course or keep it for credit. Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration will be charged at the prevailing credit-hour rate.

2.4 The only courses that a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs
  - the International Study Program
  - official college exchange programs
  - special study programs at an academic institution other than Boston College
  - subject to certain restrictions, courses in the College of Advancing Studies
  - courses approved to make up deficiencies as specified in 5.4.
- For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 104) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable: (1) Summer courses intended for acceleration must be taken at Boston College

and must be authorized in advance by a Dean. (2) Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year. (3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

### Pass/Fail Electives

3.1 Non-freshmen are eligible to enroll on-line in a course on a Pass/Fail basis anytime during the registration period.

3.2 No student may take more than 6 Pass/Fail courses for credit toward a degree.

3.3 Courses taken to fulfill Core or major requirements and any language courses taken before the language proficiency requirement is fulfilled may not be taken on a Pass/Fail basis.

### Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

(a) At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the Chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.

(b) Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

### Academic Standards

5.1 It is expected that a student will pass five courses each semester for the first three years and four courses each semester senior year. Students who have not passed the required number of courses at the end of each semester will incur course deficiency(ies). In order to remain in the College a student must maintain a cumulative average of at least 1.5 for the first five semesters and have a cumulative average of 1.667 in order to begin senior year and to graduate.

5.2 Deficiencies may be made up by taking courses in the summer session or part-time division of Boston College or another accredited 4-year college. All such courses must be approved beforehand by an Arts and Sciences Dean and the student must earn a minimum grade of C-. With special permission, a student may make up deficiencies by passing additional courses at Boston College in a regular academic year. A deficiency should be made up as soon as possible after it has been incurred. No more than three approved 3-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved 3-credit make-up courses or their equivalent will be accepted for degree credit.

5.3 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two defi-

ciencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to obtain appropriate academic advice.

5.4 A student who has been required to withdraw because of three or more deficiencies may be eligible for readmission. To be eligible for return a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the College.

5.5 Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admission Office must make up these deficiencies in order to graduate as scheduled.

5.6 Appeals on matters of fact involved in required withdrawal or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the regulations involved in required withdrawal or readmission may be carried to the Dean of the College of Arts and Sciences for final adjudication.

### Course Requirements

6.1 Students are expected to attend class regularly, take tests and submit papers and other work at the times specified in the course syllabus by the professor. A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

6.2 A student who must miss class for an extended period of time (a week or more) should bring documentation of the difficulty to the class Dean. The Dean will notify course instructors of the reasons for a student's absences and request reasonable consideration in making up work that has been missed, but final arrangements for completing course work are entirely at the discretion of the course instructor.

There are situations where a student misses too much work and too many classes to be able to complete the course satisfactorily. In such cases, it is advisable to withdraw.

6.3 Students are responsible for taking all tests, quizzes, and examinations when they are given and have no automatic right to be given a make-up examination. They are also responsible for submitting all written work for a course to the instructor by the published deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions.

### Leave of Absence

7.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not ordinarily be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

### Academic Honesty

8.1 The College expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, or dishonesty, or collusion in another's dishonesty is a fundamental violation of these norms. It is the student's responsibility to understand and abide by these standards of academic honesty.

*Cheating* is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration of collected data included in a report; copying from another student's work; unauthorized cooperation in doing assignments or during an examination; the use of purchased essays or term papers, or preparatory research for such papers; submission of the same written work in more than one course without prior written approval from the instructor(s) involved; and dishonesty in requests for either extensions on papers or make-up examination. *Plagiarism* is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. *Collusion* is assisting or attempting to assist another student in an act of academic dishonesty.

As part of their scholarly development, students must learn how to work cooperatively in a community of scholars and how to make fruitful use of the work of others without violating the norms of intellectual honesty. They have a responsibility to learn the parameters of collaboration and the proper forms for quoting, summarizing, and paraphrasing. Faculty advisors and other faculty members can give additional information and instruction in this area.

When a faculty member determines that a student's work is in violation of the standards of academic integrity, it is that faculty member's responsibility to discuss the violation with the student and to impose a penalty deemed appropriate to the offense. If the faculty member determines that the offense was not the result of a misunderstanding and elects to impose a penalty greater than resubmission of the work, a letter of notification describing the incident and the penalty is to be sent to the A&S Committee on Academic Integrity (see below). Penalties may include: a grade of 0 (as opposed to F) for the work submitted, failure in the specific course component, or failure in the course.

Students who are aware of breaches in academic integrity may notify the Dean's Office or the Committee on Academic Integrity.

The Committee on Academic Integrity will review such notifications, ascertain whether the student has a previous record of such violations, solicit a written explanation from the student, determine whether additional penalties should be imposed, and notify the student of the appeals process. Students may appeal whether a breach of academic integrity has taken place and whether the penalty imposed by the faculty was appropriate; subsequently, the Committee on Academic Integrity may recommend an appropriate action to the faculty and Dean. Cases not resulting in penalties of academic probation or greater severity are not to be entered into the student's file and are not reportable to outside agencies.

The procedures outlined below will be used to adjudicate these matters of academic integrity.

#### Procedures:

1. A Committee on Academic Integrity of five faculty members and three students is to be constituted annually to review cases as described above. Faculty members will be selected by the Dean. Student members, also selected by the Dean, will be drawn from a panel proposed by the UGBC, the Dean of Student Development and the Student Judicial Board.

2. Accusations of cheating or plagiarism by faculty are to be made in writing to the Dean or the chairperson of the Committee on Academic Integrity. Accusations by students should be brought first to the instructor, and may then be made in writing to the Dean or Committee chairperson.

3. A board of two faculty members and one student drawn from the full committee will be assigned to each case, with one of the faculty members as chairperson. An Associate Dean will be designated each year to participate on each board as a non-voting administrative resource, who will maintain the Committee's record of notifications with any relevant materials.

4. The accused student will be notified by the board and will have the opportunity to review the written accusation and respond in writing. Both parties will have the right to respond to the other's interpretation of the case in writing or to request a hearing before the board with both parties present. The board at its discretion may interview any individual with knowledge pertinent to the case.

5. The board will decide a case by simple majority vote and convey its findings in writing to both parties and the appropriate class dean or instructor for implementation.

6. 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 such violations. Penalties will be appropriate to the offense and include at the course level those listed above. In addition, as recommended by the board, the College of Arts and Sciences in each case will issue an official warning and may place a student on university probation, suspension, or permanent expulsion. Normally a second offense will result automatically in at least a one semester suspension from the University. Actions at the level of university probation or greater are entered into the student's record.

7. The chairperson of each board 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 immediately. The files of only those cases which result in university probation, suspension, or expulsion will become part of a student's academic record and only such offenses will be reportable to graduate and professional schools.

8. Appeal of the board's decision will be only to the Dean of the College of Arts and Sciences and the Dean's decision will be final.

### **Procedure of Appeal**

9.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 8.1 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

9.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the Chairperson or Director of the appropriate department or program.

9.3 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 department Chairperson or program Director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

### **Internal Transfers into Arts and Sciences**

10.1 Students in the schools of Education, Management, and Nursing may apply for transfer to the College of Arts and Sciences at the end of their freshman year.

10.2 Students transferring into the College of Arts and Sciences will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. All students must complete at least 3 semes-

ters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement nor will study abroad or other special study programs.

### **Incompletes/Grade Change**

11.1 Grade changes should be made only for exceptional reasons. For all undergraduate students enrolled in College of Arts and Sciences courses, grades submitted by faculty at the end of each semester are considered final grades unless the faculty member has granted a student an extension to finish course work. Such extensions 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. Extensions are not to be granted to allow the student to complete a major portion of the course work after the end of the semester. The faculty member who grants an extension should submit an I (Incomplete) for the course grade and arrange for the student to hand in the required work by a specific date. These arrangements must be specified by both faculty member and student and reported to the appropriate Dean when the incomplete is issued. All grade changes, including those for incompletes, must be handed in for Dean's approval six weeks after the beginning of the spring semester for courses given the previous fall and by August 1 for spring courses. Incomplete grades will revert to F's after those dates, and will be considered final grades and course deficiencies. Exceptions can be made only for serious reasons and must be approved by the Dean.

### **Degree with Honors**

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. The percentages are based on the student's 8-semester cumulative average.

## **SPECIAL ACADEMIC PROGRAMS**

### **The Honors Program**

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

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

### **Scholar of the College**

Scholar of the College is a designation given at Commencement to exceptional students 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 admin-

istered by the Dean's office. Students apply through their major departments and should ordinarily do Scholars' projects within that department. Interdisciplinary projects require the approval of the relevant departments, one of which must be the student's major department. It is expected that departments will propose only their best students as candidates for Scholar status. Normally, these students will have a GPA of 3.67 or higher but should not have a GPA lower than 3.50. Projects should consist of at least 12 credits and, to earn the designation of Scholar of the College at Commencement, a student should achieve a grade of at least A- for a project. Projects receiving lesser grades will be converted into Reading and Research courses.

Proposals should be reviewed carefully at the departmental level. A detailed evaluation should be made of the preparation of the student to undertake the project, the substance of the proposal, and how the proposal fits the overall academic development of the student.

After approving a proposal, the department Chairperson must submit it to the Dean for approval. The material submitted must include the following: (1) the student's proposal, (2) written evaluations and recommendations from the faculty advisor and the Chairperson, (3) the projected number of credits for the project, and (4) the method of evaluation to be used. Proposals must be in the Dean's office by May 1 of the junior year if the student is a May graduate or by December 15 if a December graduate. Specific dates will be sent to Department Chairpersons each year. Final approval of all Scholar of the College proposals comes from the Dean. At the end of each semester the Dean will notify the appropriate Chairpersons of proposals that have been approved in their departments.

Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May.

### Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

### Departmental Minors

A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program.

The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.

Minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, Geology and Geophysics, German, History, Mathematics, Music, Philosophy, Physics, and Theology. Information regarding specific requirements is available in the departments.

### Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a 5-year B.A./M.A. program in some disciplines. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences (McGuinn 221). Admission to the B.A./M.A.

program normally requires an overall GPA of 3.33, and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program requires that among the 38 courses taken for the Bachelor's degree the student will take two courses at the graduate level that will be counted toward both degrees. The student will complete the Master's degree with eight additional graduate courses and the other Master's degree requirements specified by the Department.

### Bachelor of Arts-Master of Social Work Program

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

### Minors in the School of Education for Students in Arts and Sciences

Arts and Sciences students completing minors in the School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

### Secondary Education

Students majoring in Biology, Chemistry, English, Foreign Language, History, Mathematics, Geology, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Assistant Dean for Students and Outreach in the School of Education during the second semester of the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

### General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; Early Childhood Development.

### International Study Program

The aim of the International Study Program is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must (1) have a 3.0 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress



on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college level language study is required.

Students should begin the application process by contacting the Office of International Programs (McGuinn 504) early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

### **Interdisciplinary Programs**

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is a major, it is possible, in some of them, to develop a major or minor program. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

### **Independent Major**

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.0 grade point average. The student must plan, with the aid of a faculty advisor, a program of twelve courses, ten of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

### **Interdisciplinary Minors**

An interdisciplinary minor in the College of Arts and Sciences must consist of six courses; contain a required course of an introductory nature; aim for a coherent shape appropriate to the subject matter, and offer the student courses that give him or her a sense of definite movement—from a beginning to a middle and an end, from introductory to advanced levels, from general treatments to specialized treatments, etc. Courses must be selected from three Arts and Science departments. Courses counted toward a major may not also count toward a minor. No more than one Core course taken as part of a minor can also be counted as part of the College Core requirement. Students who are double majoring may not minor.

Each minor will be administered by a committee, consisting of a Chairperson appointed by the Dean, and members who serve at the will of the Chairperson. One important function of this committee is the advising of students enrolled in the minor.

With the exception of the restrictions noted above, minors are open to all Arts and Sciences students and the courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

### **American Studies**

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

The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, gender and other issues. Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments.

Six courses are required for the minor. Three of five courses must be clustered around a common theme. Thematic clusters in the past have included the following: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course) take the elective designated in the previous year as the American Studies seminar. This course will also be interdisciplinary in nature.

For further information on the American Studies minor, and application forms, see Professor Christopher Wilson, English Department (617-552-3719).

### **Asian Studies**

The Asian Studies minor enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. Requirements are as follows: (1) an introductory course, usually SL 263 Far Eastern Civilizations, (2) 1 course in Asian history or political structure or diplomacy, (3) 2 courses in an Asian language beyond the elementary level, and (4) 2 approved elective courses in Asian Studies from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Prof. M. J. Connolly, Slavic and Eastern Languages Department, Lyons 210, 617-552-3912.

### **Biblical Studies**

A special concentration in the Bible is designed for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. The minor consists of six courses to be distributed as follows: (1) the two-semester Core level introduction to the Bible (TH001-TH002 Biblical Heritage); (2) two upper-level (level one, two and three) courses in the interpretation of particular books of the Bible or in special topics; (3) two elective courses, at any level including courses in biblical languages, archaeology, and ancient history, as well as Biblical books and topics. For more information contact Prof. Anthony Saldarini, Theology Department, Carney 419F, 617-552-3549.

### **Black Studies**

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program sponsors a 4 week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course. The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104 -BK 105 ( HS 283 - HS 284 ) Afro-American History I/II, in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be

concerned with Africa or with the Caribbean. The minor culminates in an interdisciplinary seminar or senior project. For further information on the Caribbean summer study program or the Black Studies minor, please contact Dr. Frank Taylor, Lyons 301, 617-552-3238.

#### Church History

The minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship, from its beginnings to the present day, in introductory-level courses. In upper-level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy.

For further information see Professor James Weiss of the Theology Department, Carney 468, 617-552-3897.

#### Classical Civilization

The Minor in Classical Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages.

Each student will design her/his own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the Department now offers every second year, serve as a general overview of the field and an introduction to the Minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the Minor will be published at registration time. Interested students should contact Prof. David Gill, S.J., Chairperson of the Classical Studies Department.

#### Cognitive Science

Cognitive Science studies the human mind from the viewpoints of several different disciplines because it believes that the human mind is too complex to be understood from the viewpoint of any one discipline alone. The Cognitive Science minor introduces students to this exciting interdisciplinary field.

The minor consists of six courses—three *foundation* courses in three of the four component disciplines of psychology, computer science, linguistics (Department of Slavic and Eastern Languages) and philosophy and at least three *specialty* courses in a single discipline.

For further information please contact Prof. Peter Kugel of the Computer Science Department (kugel@cs.bc.edu) or see the BC Cognitive Science Minor web page.

#### Computer Science

There are three courses of study in computer science open to qualified students. Arts and Sciences students may either major, minor, or take a concentration in computer science. The programs are described in the Carroll School of Management under "Computer Science."

#### Environmental Studies

The goals of the Environmental Studies Program are threefold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental challenges; (2) to better prepare students for careers in the expanding

field of the environmental professions; and (3) to provide preparation for further study at the graduate or professional school level. To achieve these goals, participating students develop their own trajectories within this program through a combination of courses, research internships and a senior seminar.

Students may select to follow either an environmental science or an environmental policy oriented program of study. A minimum of six courses are required, with at least one foundation course required from both the science section and the policy section. Students may then select from specialized courses in the science section or in the policy section

For further information contact Professor Eric Strauss, Higgins Hall 161, (617) 552-0735.

#### Faith, Peace, and Justice Studies

The Faith, Peace and Justice minor explores how the promises of the major faith traditions relate to the work for peace and justice.

Faith, Peace and Justice minors are given the opportunity and challenge to design their own interdisciplinary program of studies. This program, assembled by the student with advice of an FPJ faculty advisor and requiring the approval of the FPJ Director, follows a sequence of three stages: (1) general introduction, (2) structured exploration, (3) integrative synthesis. The introduction is provided by UN 160 The Challenge of Justice. Integrative synthesis is accomplished during the senior seminar, UN 590. In between, exploration is structured by the student's choice of one course in each of the following areas: (1) information and/or interpretations on the human condition; (2) foundations in faith for peace and justice; (3) resources for maintaining order or promoting change; and (4) methods for reconciling conflicting claims and forces.

For more information contact the Director, Prof Matthew Mullane, Gasson 109, 617-552-3886.

#### Film Studies

The Film Studies Program assists students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills.

As a part of the Film Studies program a student can pursue any of the electives dealing with the above aspects of communications. The Film minor, a joint undertaking of the Fine Arts and the Communication Departments, is composed of six courses. Three are required: FS 171 Filmmaking I, FA 181 History of European Film, an appropriate Communication course, and three electives from the areas of production, film criticism and history, communications, and photography. These courses can be taken over a four-year period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film minor can contact Prof. John Michalczyk in Devlin 420 (Fine Arts Department).

#### 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 a broad, yet in-depth, understanding of the history of German-speaking culture and 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, three from the Department of the German Studies and three from offerings from other departments.

Interested students should contact the Director of the Minor, Prof. Rachel Freudenburg, Department of German Studies, Lyons Hall 201F, 617-552-3745.

**International Studies**

International Studies is an interdisciplinary field combining work in several departments and professional schools that includes cultural, political, and economic relations among nations, international organizations, multinational corporations, private international institutions, and broader social or political movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question, or a geographic region.

Entering students must submit to Professor David Deese (Political Science) for approval a two- or three-page typed explanation of the logic of their choice of courses, indicating the geographical, issue oriented or theoretical focus of the program of study. They must take six pre-approved courses from at least three different departments or schools, including: (1) two theoretical, comparative, or thematic courses; (2) two regional or area studies courses, with at least one focused on third world nations; and (3) the completion of a substantial paper on an approved topic prepared in a readings and research course or seminar that is taken as one of the six required courses.

For enrollment in the minor read carefully the flyer available in the Political Science Department (McGuinn 201), complete the enrollment form, including the preliminary list of six courses, and contact Prof. David Deese, Political Science Department, McGuinn 217 or his assistant at 617-552-2096.

**Irish Studies**

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theatre, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries.

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Foreign Study Office and see Professor Adele Dalsimer, English Department, or Professor Kevin O'Neill, History Department.

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

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

Students interested in the Irish Studies Program should contact Prof. Adele Dalsimer, English Department, 617-552-3723; or Prof. Kevin O'Neill, History Department, 617-552-3793.

**Italian Studies**

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance

Languages, invites students to learn about the important role that the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italian history, art, film and literature.

For further information, contact Prof. Rena A. Lamparska, Department of Romance Languages and Literatures, Lyons Hall 307C, 617-552-3824.

**Latin American Studies**

The Latin American Studies minor is designed to provide an understanding of the cultural diversity within the Spanish-speaking countries that make up this increasingly important area of the world. In consultation with the Director of the program, students will choose six courses, representing at least three disciplines. Proficiency in Spanish equivalent to the level of a third-year college course is a minimum requirement. No more than one course in Spanish language at the third or fourth level may be counted toward the minor. For further information contact Prof. Harry Rosser, Lyons 302B, (617-552-3828).

**Medieval Studies**

The Middle Ages, the thousand-year period from the end of the Roman Empire to the Renaissance, produced Thomas Aquinas and Dante, Becket and Chaucer, knights and chivalry, cathedrals and universities; these centuries are the focus of the interdisciplinary program in Medieval Studies. Students may investigate all the expressions of medieval society and its culture in courses from several departments.

Students who wish to obtain further information or to register for this program should contact the Director, Prof. Laurie Shepard, Lyons 311, 617-552-8269.

**Middle Eastern Studies**

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, social service as well as graduate programs of academic and professional training. Courses cover both 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 Prof. Benjamin Braude, History Department, Carney 172, 617-552-3787.

**Russian and East European Studies**

The Russian and East European Studies minor requires six approved courses, distributed as follows: (1) 1 introductory course (usually HS 272 (PO 438) Introduction to Russian, Soviet and East European Studies), (2) 1 additional course in Russian or East European history or politics, (3) 2 courses in Russian or another East European language at the intermediate or upper-division level, and (4) 2 approved elective courses from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Prof. M. J. Connolly, Slavic and Eastern Languages Department, Lyons 210, 617-552-3912.

**Women's Studies**

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two

required courses: Introduction to Feminisms (EN 125, PS 125, SC 225), and Advanced Colloquium in Women's Studies (EN 593), plus four additional courses (selected from a range of disciplines).

For more information contact Professor Lisa Cuklanz, Communication Department (617-552-8894). Students may decide to minor in Women's Studies any time prior to graduation provided that the requisite scope and number of courses have been completed with satisfaction.

## GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), Master of Science (M.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also may admit as Special Students those not seeking a degree who are interested in pursuing course work for personal enrichment.

### General Information

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

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

### Master's Degree Programs

#### *Requirements for Degrees of Master of Arts and Master of Science*

##### Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

##### Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit."

##### Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. Consult the section for each department for language requirements.

##### Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or

her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director.

The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Office of Student Services and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fees are charged during this period. No credit is granted.

##### Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is required for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Interim Study 888, a non-credit course, each semester until the thesis is completed.

A Graduation Form should be filed in the Office of Student Services in accordance with the dates indicated in the academic calendar. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College but the University does not limit the author's right to publish results.

##### Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Dean.

##### Leave of Absence

Students enrolled in a degree program who do not register for course work or Interim Study in any given semester must request a leave of absence for that semester in the Dean's Office. Leaves of absence are not normally granted for more than 2 semesters at a time.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must apply for readmission in the Dean's Office prior to the registration period for the semester in which they expect to reenroll.

##### *Fifth Year B.A./M.A.*

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

##### *Special Programs*

- Master of Arts in Biblical Studies: See department of Theology.
- Master of Arts in Irish Studies: See department of English.
- Master of Arts in Medieval Studies: See department of History.

- Master of Arts in Slavic Studies: See department of Slavic and Eastern Languages.
- Certificate of Advanced Graduate Studies (C.A.G.S.): See department of English. The five-year time limit for completing a Master's Degree also applies to the C.A.G.S. program.

### **Dual Degree Programs**

- Master of Science/Master of Business Administration: See departments of Biology or Geology/Geophysics, and the Carroll Graduate School of Management.
- Master of Arts/Master of Business Administration: See departments of Mathematics or Slavic Studies, and the Carroll Graduate School of Management.
- Master of Arts in Pastoral Ministry/Master of Social Work: See Institute for Religious Education and Pastoral Ministry, and Graduate School of Social Work.
- Master of Arts in Pastoral Ministry/Master of Arts in Counseling Psychology: See Institute for Religious Education and Pastoral Ministry, and School of Education.
- Doctor of Philosophy in Sociology/Master of Business Administration: See department of Sociology and Carroll Graduate School of Management.

### **Doctoral Degree Programs**

#### **Requirements for the Degree of Doctor of Philosophy**

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

#### **Residence**

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

#### **Language Requirement**

Each department shall decide the extent and nature of the language requirement for its students.

#### **Preparing for Comprehensives**

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim, students should register for Doctoral Comprehensives 998. No credit is granted.

#### **Comprehensive Examinations**

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally, within two weeks, the department will send the results in writing to the

Office of Student Services and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

#### **Admission to Candidacy**

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

#### **Dissertation**

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and that demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments, and of the Graduate School of Arts and Sciences.

#### **Acceptance of the Dissertation**

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Graduate School of Arts and Sciences Office. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

#### **Dissertation Publication**

Doctoral candidates should report to the Graduate School Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

#### **Time Limit**

All requirements for the Doctoral degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

#### **Leaves of Absence**

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

#### **Interdisciplinary Doctoral Program**

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

#### **Special Students (Non-Degree)**

Students not seeking a degree, but who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to

strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate Department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission; consequently, a second application fee is not required.

## ADMISSION

### Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous Master's/Bachelor's degree, one should consult his or her own department.

The Graduate School accepts two classes of applicants: degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the Graduate School of Arts and Sciences Bulletin, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, etc., consult the requirements of the Department to which admission is being sought. All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.

Applicants for special student status should consult the Graduate Arts and Sciences Bulletin regarding required application documents. All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.

Degree and special students are not admitted officially until the completed Application Form with a positive Department recommendation has been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

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

For the necessary Application Forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest or to the Graduate Admissions Office.

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

If one's department of interest has requirements involving the Graduate Record Examination (GRE), information regarding these tests may be obtained from The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02167.

Information on the GRE tests also may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or Educational Testing Service, 1947 Center Street, Berkeley, California 94794.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

### Procedure for Filing Applications

#### *Domestic Students (U.S. citizens and other permanent residents of U.S.)*

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Applicants are urged to use the Application Acknowledgment post card included in the Graduate School Bulletin to ensure the completeness of their application and to contact the department in which they plan to study or the Graduate School Admissions Office if they require additional information.

#### *Foreign Students (Non-U.S. citizens who are not permanent residents of U.S.)*

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to Graduate School of Arts and Sciences, Graduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02467, U.S.A.

They should not send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and indicate that their score be forwarded to the Graduate School by the Educational Testing Service. Ordinarily, a minimum score of 550 on this examination is expected by the Graduate School for admission. Individual departments

may require a higher score. Information about this examination can be obtained from the Educational Testing Service (see above for address).

### Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

### GSAS Programs and Degrees

- Biology: Ph.D., M.S., M.S.T.
- Chemistry: Ph.D., M.S., M.S.T.
- Classical Languages: M.A., M.A.T.
- Economics: Ph.D., M.A.
- English: Ph.D., M.A., M.A.T., C.A.G.S.
- Geology/Geophysics: M.S., M.S.T.
- History: Ph.D., M.A., M.A.T.
- Linguistics: M.A.
- Mathematics: M.A., M.S.T.
- Pastoral Ministry: M.A.
- Philosophy: Ph.D., M.A.
- Physics: Ph.D., M.S., M.S.T.
- Political Science: Ph.D., M.A.
- Psychology: Ph.D.
- Romance Languages: Ph.D., M.A., M.A.T.
- Russian: M.A.
- Slavic Studies: M.A.
- Sociology: Ph.D., M.A.
- Theology: Ph.D., M.A.
- Irish Studies (English): M.A.
- Biblical Studies (Theology): M.A.
- Medieval Studies (History): Ph.D., M.A.
- Medieval Studies (Romance Languages): Ph.D.

## ACADEMIC REGULATIONS

### Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Graduate School of Arts and Sciences. Cases involving academic integrity shall be referred to the Dean for adjudication.

### Academic Grievances

A student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean to discuss the situation and to obtain information about Graduate School of Arts and Sciences grievance procedures.

### Grades

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A stu-

dent who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the school.

### Incompletes

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 may, with adequate reason and at the discretion of the faculty member, receive a temporary grade of I (Incomplete). Except in extraordinary cases, all such I grades will automatically be changed to F after six weeks in the semester following the semester in which the course was taken.

### Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule available on *U-View*. In the very rare instance that examinations or classes are cancelled as a result of stormy weather, an announcement is made on the radio (WBZ), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus canceled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

### Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

Transfer of Credit Forms, which are available in the Office of Student Services, should be submitted, together with an official transcript, directly to the student's Chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record. Graduate students who have been formally admitted to the Graduate School and who have earned graduate credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

### Graduation

#### May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Office of Student Services by the deadline stated in the Academic Calendar. For students who sign up for graduation but who, for some reason, do not graduate on the anticipated date, the Office of Student Services will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification from their Dean's office.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

#### August and December Graduations

Graduate students who have completed all degree requirements by August 30 or December 30 are eligible to receive the degree as of

those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or August, the names of those receiving degrees will be included in the program of the following May commencement.

## FINANCIAL AID

### Academic Awards

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

- University Fellowships
- Teaching Fellowships
- Teaching Assistantships
- Graduate Assistantships
- Research Assistantships
- Tuition Scholarships

Individuals whose applications are complete will routinely be considered for financial aid by the Department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

### Fellowships

#### *University Fellowships*

University Fellowships are available in some departments offering the Ph.D degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

#### *Fellowships for American Minority Group*

##### *Students*

The Graduate School sponsors several Fellowships specifically for American minority group students. These fellowships carried tuition scholarships and stipends of \$16,000 for the 1999-2000 academic year and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

#### *Teaching Fellowships*

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

### Assistantships

#### *Graduate Assistantships and Teaching Assistantships*

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the Department Chairperson.

Assistantships provide a stipend that varies among departments.

#### *Research Assistantships*

Research Assistantships are available in some departments. The stipends are similar but not uniform among the departments.

Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the Department.

#### *Tuition Scholarships*

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

### Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the Department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

### Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Refer to the earlier section on Financial Aid in this Catalog and to the *Graduate School Bulletin*.

## COLLEGE OF ARTS AND SCIENCES DEPARTMENTS AND PROGRAMS

### Biochemistry

#### *Program Description*

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. The minimum requirements for the Biochemistry Major are as follows:

- Two semesters of General Chemistry and laboratory  
CH 109-110 (or CH 117 and CH 118) lecture  
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology  
BI 200-202 lecture
- Two semesters of Biology Laboratory  
BI 310 Molecular Cell Biology and Genetics Laboratory I  
BI 311 Molecular Cell Biology and Genetics Laboratory II
- Two semesters of Organic Chemistry and laboratory  
CH 231-232 (or CH 241-242) lecture  
CH 233-234 (or CH 243-244) laboratory
- Two semesters of Molecular Cell Biology and Genetics  
BI 304-305 lecture
- One semester of Analytical Chemistry and laboratory  
CH 351 lecture and laboratory
- One semester of Physical Chemistry  
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology  
CH 561-CH 562 Biochemistry I and II lecture or  
BI 435 and BI 440 Biological Chemistry, Molecular Biology lecture
- One semester of Biochemistry laboratory  
BI 480 or CH 563 laboratory
- Two advanced electives from the following list:



BI 454 Introduction to the Literature of Biochemistry  
 BI 474 Principles of Metabolism  
 BI 506 Recombinant DNA Technology  
 BI 509 Vertebrate Cell Biology  
 BI 515 Biophysical Chemistry  
 BI 556 Developmental Biology  
 BI 558 Neurogenetics  
 BI 570 Biology of the Nucleus  
 CH 564 Physical Methods in Biochemistry  
 CH 565 Structure and Function of Nucleic Acids  
 CH 566 Bioinorganic Chemistry  
 CH 567 Protein Structure and Function  
 CH 569 Enzyme Mechanisms  
 CH 570 Introduction to Biological Membranes  
 CH 582 Advanced Topics in Biochemistry

In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory  
 PH 211-212 lecture and laboratory
  - Two semesters of Calculus  
 MT 100-101 lecture
- \* Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).  
 BI 463-464 Research in Biochemistry\*  
 CH 593-594 Introduction to Biochemical Research\* or (BI 399, CH 399) Scholar of the College\*  
 \*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422)

**Course Sequence**

**First Year**

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117 and CH 118) with laboratory
- Calculus (MT 100-101)

**Second Year (Fall)**

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology and Genetics (BI 304)
- Molecular Cell Biology and Genetics Laboratory I (BI 310)

**Second Year (Spring)**

- Physics (PH 212) with Laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Molecular Cell Biology and Genetics (BI 305)
- Molecular Cell Biology and Genetics Laboratory II (BI 311)

**Third Year (Fall)**

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

**Third Year (Spring)**

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

**Fourth Year**

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

**Biology**

**Faculty**

- Walter J. Fimian Jr.**, *Professor Emeritus*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame  
**Yu-Chen Ting**, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University  
**Anthony T. Annunziato**, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst  
**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois  
**Grant W. Balkema**, *Associate Professor*; B.S., Ph.D., Purdue University  
**William J. Brunken**, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook  
**Thomas Chiles**, *Associate Professor*; B.S., Ph.D., University of Florida  
**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill  
**Jonathan J. Goldthwaite**, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley  
**Charles S. Hoffman**, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University  
**Clare O'Connor**, *Associate Professor*; B.S., Ph.D., Purdue University  
**Daniel Kirschner**, *Associate Professor*; B.A., Western Reserve University; Ph.D., Harvard University  
**Joseph A. Orlando**, *Associate Professor*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley  
**William H. Petri**, *Associate Professor*; Chairperson of the Department; A.B., Ph.D., University of California, Berkeley  
**Donald J. Plocke**, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology  
**R. Douglas Powers**, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University  
**Allyn H. Rule**, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University  
**Chester S. Stachow**, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba  
**Laura Hake**, *Assistant Professor*; B.A. University of Tennessee; Ph.D., Tufts University  
**Junona F. Moroianu**, *Assistant Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University  
**Eric G. Strauss**, *Adjunct Assistant Professor*; B.S. Emerson College; Ph.D., Tufts University  
**Robert J. Wolff**, *Senior Lecturer*; B.A. Lafayette College; Ph.D., Tufts University
- Departmental Notes**
- Undergraduate Program Director: Prof. William H. Petri, petri@bc.edu
  - Graduate Admissions Director: Prof. Thomas C. Chiles, chilest@bc.edu
  - Graduate Program Director: Prof. Clare O'Connor, oconnocn@bc.edu
  - Department Administrator: Dr. Richard Monheimer, monheimr@bc.edu

- Director of Laboratories: Dr. MaryDilys Anderson, andersmq@bc.edu
- Administrative Secretary: Ms. Leah Schneider
- Office coordinator: Ms. Marina Fernandez
- Department Telephone: 617-552-3540
- World Wide Web: <http://www.bc.edu/biology>

### ***Undergraduate Program Description***

The biology major at Boston College offers students an exciting opportunity to study life from many viewpoints from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs and individuals to the interaction of organisms with each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the department strongly encourages its students to participate in a wide variety of advanced research experiences.

Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular program for biology majors described below. Students with stronger preparation (honors or AP biology courses with lab) and who have achieved a score of 4 or 5 on the AP Exam or a score of 700 on the SAT-II Biology Exam should consider following the Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a biology department advisor during freshman orientation or at other times through the biology office.

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, biology majors may concentrate their study in one primary area by choosing their bio-electives and research courses to follow one of several programs including; for example, molecular biology and biochemistry, cellular and developmental biology, neurosciences, or environmental and population biology. More information on these programs may be obtained from the biology web site. Those interested in specifically emphasizing the field of biochemistry in their studies can consider the alternative interdepartmental biochemistry major described in the Boston College Academic Catalog.

The biology major provides an excellent foundation for advanced study at the graduate level, for a wide array of career opportunities, and for further training in many areas. These include medicine, biomedical sciences and other health-related professions, biotechnology, environmental science, law, biomedical ethics, education, journalism, and public health.

### **Requirements for Majors in the Regular Program**

#### *Specific Requirements:*

Note that requirements for the major have been revised. The new requirements below apply to biology majors in the class of 2002 and later. Students in prior classes follow the requirements that were in place when they entered the program. Students needing help in bridging gaps between old and new programs should contact the biology department office.

The new course requirements for the major are as follows:

- Introductory Biology (BI 200-202)
- Molecular Cell Biology and Genetics (BI 304-305)
- Molecular Cell Biology and Genetics Laboratory (BI 310-311)
- Five upper division electives in biology (level 400 & 500) (taken from at least two of the three categories of bio-elective courses)

- Two additional laboratory credits (level 300 or higher) plus the corequisite courses in mathematics, chemistry, and physics listed below

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

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and *they must be chosen from at least two of the three categories of biology electives*. Categories are listed below. Typically, undergraduate research courses (BI 461-466), (BI 399), (BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases—with the recommendation of the faculty advisor and the approval of the Chairperson—two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective.

The two additional, level 300 or higher laboratory credit requirement may be satisfied either by taking two 1-credit laboratory courses (or equivalents) or by taking one 2 or more credit laboratory course. Some combined lecture-lab courses count as the equivalent of a 1-credit lab for the purposes of this requirement. Courses that satisfy 1 or 2 credits of this requirement have this fact noted in their catalog descriptions. Students should consult the biology announcements section of our website for updates on this point. A list of courses satisfying this requirement will be available in the biology office and on our web site. Students who have taken two semesters of undergraduate research in biology (BI 461-467) can use these courses to satisfy both this requirement and as a substitute for one bio-elective with departmental permission.

### **Requirements for Majors in the Advanced Placement Program**

Students with strong high school preparation in biology (honors or AP biology courses with lab) and who have achieved a score of 4 or 5 on the AP Exam or a score of 700 on the SAT-II Biology Exam are encouraged to follow the advanced placement program. This program allows students to enroll immediately in the BI 304-305 Molecular Cell Biology and Genetics course and laboratory and replaces the BI 200-202 Introductory Biology course credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can take upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bio-elective courses. Generally, with regard to other aspects of the biology majors program, advanced placement students follow the same rules as students in the regular program (see details above).

Summary of specific course requirements for advanced placement students:

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

Additional corequisites for the major from related fields are the following:

One year each of:

- General Chemistry and lab (CH 109-110, 111-112)
- Organic Chemistry and lab (CH 231-232, 233-234)
- Physics (calculus based) and lab (PH 211-212, 203-204)
- Calculus (MT 100-101) or, if supported by AP exam or math department recommendation, Calculus / Biostatistics (MT101 & BI 230)

Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult departmental publications and advisors.

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

Those interested in emphasizing the field of biochemistry in their studies should, in addition, consider the alternative interdepartmental biochemistry major.

#### **Biology Upper Division Elective Course Categories**

Regular Program majors need five courses with at least one from each of two different categories. Advanced Placement majors need seven courses with at least one from each of all three categories.

#### **Molecular Biology, Genetics, and Biochemistry**

- BI 435 Biochemistry (Biological Chemistry)
- BI 440 Molecular Biology
- BI 454 Literature of Biochemistry
- BI 474 Principles of Metabolism
- BI 480 Biochemistry Lab
- BI 506 Recombinant DNA Technology
- BI 515 Biophysical Chemistry
- BI 533 Intracellular Transport
- BI 535 Structural Biochemistry
- BI 541 Molecular Immunobiology
- BI 558 Neurogenetics
- BI 580 Molecular Biology Lab

#### **Cellular, Developmental, and Organismal Biology**

- BI 409 Virology
- BI 412 Bacteriology
- BI 430 Functional Histology
- BI 438 Biology of the Cell Cycle
- BI 481 Introduction to Neuroscience
- BI 509 Vertebrate Cell Biology
- BI 510 Endocrinology
- BI 540 Immunology
- BI 548 Comparative Animal Physiology
- BI 554 Mammalian Physiology
- BI 556 Developmental Biology
- BI 562 Neurophysiology
- BI 570 Biology of the Nucleus

#### **Population and Environmental Biology**

- BI 400 Plants in Human Affairs
- BI 401 Environmental Biology
- BI 442 Principles of Ecology
- BI 443 Coastal Field Ecology
- BI 444 Ecology and Conservation of Plant Communities
- BI 445 Animal Behavior

- BI 446 Marine Biology
- BI 449 Methods in Environmental Field Research
- BI 458 Evolution

#### **Information for First Year Majors**

The normal course load for first year biology majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100 or with permission MT 101 Calculus. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular biology and biochemistry majors and open to others unless seating becomes limited in which case biology majors will be given preference.

First year advanced placement biology majors should enroll directly into BI 304 Molecular Cell Biology and Genetics and the corequisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses.

#### **Information for Non-Majors**

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Pre-health (pre-medical, pre-dental, pre-veterinary) students should take BI 200-202, Introductory Biology. Those needing the equivalent of a year-long biology laboratory can optionally enroll in BI 207, General Biology Laboratory in the spring semester. In addition, pre-health students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

Note that the previously listed General Biology Course (BI 110-112) and Lab (BI 111-113) have been integrated into other courses. Students who would have taken this course (with lab) should either take BI 100-102 (and BI 207) or BI 200-202 (and BI 207). The latter set is highly recommended for non-majors considering a career in the health professions.

#### **Research Opportunities for Undergraduates**

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

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

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

Undergraduate research projects may involve almost any area of biology. Currently, major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology,

developmental biology and gene expression, biochemistry, and immunology. For a description of specific areas of faculty research, see the faculty section of the department web site. For information on the above research courses, contact your faculty advisor or the department office.

#### **Biochemistry Major**

Refer to the Biochemistry section for a description of this interdisciplinary major. Students with questions should contact the biology department office.

#### **Graduate Program Description**

The biology department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. The Master of Science in Teaching (M.S.T.) degree is administered through the Graduate School of Education in cooperation with the biology department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences must be met. The minimum curriculum for Ph.D. students consists of three core courses, Graduate Biology Core I (BI 600), Graduate Biology Core II (BI 601), and Graduate Biochemistry (BI 635); two additional graduate level (500 or higher) biology courses; and 4 graduate seminars (800 or higher). Students with sufficient advanced preparation in biochemistry may be excused from the BI 635 requirement. Ph.D. students are required to do research rotations in at least two laboratories in their first semester in the program. In addition, in order to advance to candidacy for the doctoral degree, students must pass a Comprehensive Examination and defend a research proposal.

For the Master's degree a minimum of 30 graduate credits is required. This must include the three core courses, Graduate Biology Core I (BI 600), Graduate Biology Core II (BI 601), and Graduate Biochemistry (BI 635); two additional graduate level biology courses (500 or higher); and one seminar course (BI 800 or higher). Students with sufficient advanced preparation in biochemistry may be excused from the BI 635 requirement.

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

M.S. and Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies. For the M.S.T. degree course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. For further information on the M.S.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

#### **Undergraduate Course Offerings**

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

#### **BI 100 Survey of Biology I (Fall: 3)**

**Satisfies Natural Science Core Requirement**

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biolo-

gy major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester topics focus on the nature of scientific investigation, the origins of life, biomolecules, cell structure, and molecular genetics. Evolutionary process and the effects of environmental change on living systems are stressed throughout the course. The course utilizes a variety of pedagogical techniques such as multimedia presentations, optional review sessions, and an on-line discussion group in order to facilitate biological literacy among the participating students.

*Eric Strauss*

*Silvard Kool*

#### **BI 102 Survey of Biology II (Spring: 3)**

**Satisfies Natural Science Core Requirement**

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

*Eric Strauss*

*Silvard Kool*

#### **BI 130 Anatomy and Physiology I (Fall: 3)**

*Corequisite:* BI 131

**Does NOT satisfy the Natural Science Core requirement**

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

*Elinor M. O'Brien*

#### **BI 131 Anatomy and Physiology Laboratory I (Fall: 1)**

**Lab fee required**

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

*Michele Austin*

#### **BI 132 Anatomy and Physiology II (Spring: 3)**

*Corequisite:* BI 133

**Does NOT satisfy the Natural Science Core requirement**

A continuation of BI 130.

*Carol Halpern*

#### **BI 133 Anatomy and Physiology Laboratory II (Spring: 1)**

**Lab fee required**

A continuation of BI 131.

*Michele Austin*

#### **BI 134 Human Physiology I (Fall: 3)**

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

*Elinor M. O'Brien*

#### **BI 135 Human Physiology II (Spring: 3)**

A continuation of BI 134.

*Carol Halpern*

**BI 161 Nature in American Culture (Spring: 3)**

**Does NOT satisfy the Natural Science Core requirement**

Students will read seminal American writings which document and provide insights into how American culture and politics have shaped our attitudes toward natural resources, the wilderness, and the environment as a whole. This course is limited to 20 students.

*Charles Lord*

**BI 200 Introductory Biology I (Fall: 3)**

*Prerequisite:* CH 109 or equivalent or permission of department

*Corequisite:* CH 109 or equivalent or permission of department

**Satisfies Natural Science Core Requirement**

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for biology and biochemistry majors and open to others unless seating becomes limited, in which case the biology and biochemistry majors will be given preference. For a full introduction to the biological sciences students also need to enroll in a year of introductory biology laboratories. Biology and biochemistry majors are advised to enroll in the required BI 307-BI 308 labs in their sophomore year. Other majors are advised to enroll concurrently in the BI 111-BI 113 labs. Variations from this scheduling pattern are possible but require departmental approval.

*Chester S. Stachow*

*The Department*

**BI 202 Introductory Biology II (Spring: 3)**

*Prerequisite:* CH 110 or equivalent and permission of department

*Corequisite:* CH 110 or equivalent and permission of department

**Satisfies Natural Science Core Requirement**

A continuation of BI 200.

*David A. Kraus*

*Robert R. Wolff*

**BI 207 General Biology Laboratory (Spring: 2)**

*Prerequisite:* One semester of college level biology

**This course does not satisfy departmental requirements for biology majors.**

**Two credit lab fee required**

An introductory biology laboratory for non-biology majors who have completed one semester of college-level biology lecture. This course emphasizes constructing hypotheses, designing experiments, interpreting data, and presenting experimental results. Students will receive a practical introduction to the experimental approaches used in three foundation areas of biology: biochemistry and cell biology, physiology and organ systems, and ecology and field biology. Lab meets twice a week.

*MaryDilys Anderson*

**BI 209 Environmental Biology (Fall: 3)**

**Does NOT satisfy the Natural Science Core requirement**

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included.

*Judith Chupasko*

**BI 214 Capstone Science and Religion: Contemporary Issues**

**(Spring: 3)**

**Cross listed with UN 521**

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? This course will explore this question by examining the interaction between religion and sci-

ence from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered. Throughout, participants will be encouraged to consider how religious and scientific ways of thinking have influenced their own lives. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

N.B. Since this is a course in the Capstone Program, registration is restricted to seniors and second-semester juniors.

*Donald J. Plocke, S. J.*

**BI 216 Epidemics, Disease and Humanity (Fall: 3)**

**Satisfies Natural Science Core Requirement**

**Not intended for Biology majors**

Major human diseases will be discussed under the themes of poverty and sanitation, sexuality and behavior, inheritance and the environment. Specific topics will include epidemics (such as the plague and influenza), genetically inherited diseases (such as breast cancer), the role of antibiotics and vaccines in controlling diseases, and the role of politics and economics in the treatment of key illnesses (such as smallpox, tuberculosis and AIDS). Students will learn basic concepts of biology including cell structure and genetics, physiology, immunology, and the special relationship between pathogens and their hosts.

*Mary Kathleen Dunn*

**BI 220 Microbiology (Fall: 2)**

*Prerequisites:* BI 130-132

**Does NOT satisfy the Natural Science Core requirement**

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

*Elinor M. O'Brien*

**BI 221 Microbiology Laboratory (Fall: 1)**

**Lab fee required**

One two-hour laboratory period per week. To be taken in conjunction with BI 220.

*Elinor M O'Brien*

**BI 230 Biostatistics (Fall/Spring: 3)**

**Does NOT satisfy the Natural Science Core requirement**

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

**BI 304 Molecular Cell Biology and Genetics I (Fall: 3)**

*Prerequisites:* BI 200-202 or permission of department

*Corequisite:* BI 308

This course, focusing on molecular cell biology, is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics. The fall semester covers cell and

molecular biology. The spring semester introduces students to microbial and eucaryotic genetics. The course and the accompanying laboratory (BI 308) are required for majors and recommended for premedical students.

*Junona Moroianu*

*Clare O'Connor*

*The Department*

**BI 305 Molecular Cell Biology and Genetics II (Spring: 3)**

*Corequisite:* BI 308

This course, which focuses primarily on genetics, is a continuation of BI 304.

*Charles S. Hoffman*

*William S. Petri*

**BI 310 Molecular Cell Biology and Genetics Laboratory I**

(Fall: 1)

*Corequisite:* BI 304

**Lab fee required**

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

*MaryDilys Anderson*

**BI 311 Molecular Cell Biology and Genetics Laboratory II**

(Spring: 1)

*Corequisite:* BI 305

**Lab fee required**

A laboratory course designed to accompany BI 305. The course is the continuation of BI 310 and includes basic techniques in molecular biology and genetics. Students will participate in exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis. Lab meets once a week.

*MaryDilys Anderson*

**BI 341 Paleontology (Fall: 3)**

*Prerequisite:* One year of introductory biology or permission of instructor

**Cross listed with GE 330**

See course description in the Geology department.

*David Krauss*

**BI 342 Paleontology Laboratory (Fall: 1)**

*Corequisite:* BI 341

**Cross listed with GE 331**

This course is the laboratory that accompanies BI 341.

*David Krauss*

**BI 399 Scholar of the College (Fall/Spring: 6)**

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

*The Department*

**BI 400 Plants and Human Affairs (Fall: 3)**

*Prerequisites:* BI 200-BI 202 or permission of the instructor

Lecture/discussions and readings will be used in a multidisciplinary approach to the subject. We will learn about topics such as the following: domestication and breeding of crop plants, production and protection of the world human food supply, medicinal and drug plants, renewable production of fibers and fuels, aesthetic uses,

recent advances using genetic engineering, etc. How some land-use practices of modern agriculture and forestry affect the conservation of regional and migratory wild species is also planned. Two classes per week.

*Jonathan J. Goldthwaite*

**BI 401 Environmental Biology (Fall: 3)**

*Prerequisites:* BI 200-202

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included. This class meets with BI 209 but includes an additional session by arrangement, more challenging examinations, and a term paper to justify upper-division credit for students who have taken BI 200-202.

*Judith Chupasko*

**BI 409 Virology (Spring: 3)**

*Prerequisites:* BI 200-BI 202 or permission of the instructor

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

*Kathleen Dunn*

**BI 412 Bacteriology (Spring: 3)**

*Prerequisites:* BI 200-202, CH 231 taken concurrently or previously

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

*Chester S. Stachow*

**BI 430 Functional Histology (Fall: 3)**

*Prerequisites:* BI 200, BI 202 and BI 304

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

*Ann G. Yee*

**BI 435 Biological Chemistry (Fall: 3)**

*Prerequisites:* BI 200, CH 231 or permission of the instructor

This one semester course in biochemistry is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how knowledge of biochemical principals is useful to those engaged in biological research at the molecular, cellular and organismal levels. The course material includes the following: the properties, synthesis and metabolic activities of carbohydrates, amino acids, proteins, lipids and nucleic acids, and how the biochemical processes meet the energy, biosynthetic and nutritional requirements of the cell. When relevant, reference will be made to

alterations in these processes in specific diseases. Students also interested in enrolling in a biochemistry laboratory course should see BI 480.

*Daniel A. Kirschner*

**BI 438 Biology of the Cell Cycle (Fall: 3)**

*Prerequisites:* BI 200, BI 202, BI 304, BI 305 or permission of instructor

The control of the cell cycle and cell proliferation is critical for the survival and success of organisms. This course examines in detail the molecular and cell biology of the cell cycle and the current understandings of cell cycle regulation and how cancer cells manage to escape normal control mechanisms.

*Cynthia Ladino*

**BI 440 Molecular Biology (Spring: 3)**

*Prerequisites:* BI 304, CH 231-232

An intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules; protein folding motifs and mechanisms of folding; molecular recognition; DNA topology, replication, repair and recombination; RNA synthesis and processing; genetic code and translation; and molecular mechanisms for regulation of gene expression. (This course, together with BI 435, satisfies the requirement of a year of basic biochemistry for the biochemistry major.)

*Donald J. Plocke, S.J.*

**BI 442 Principles of Ecology (Fall: 3)**

*Prerequisites:* BI 200-202 or equivalent, or permission of instructor

This course includes readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips.

A limited number of places will be reserved for non-biology majors who have appropriate background experience.

*Robert J. Wolff*

**BI 443 Coastal Field Ecology (Fall: 3)**

*Prerequisites:* BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Taught extensively from the original literature, course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI448 Ecological Field Laboratory after speaking with the instructor.

*Peter Auger*

**BI 444 Ecology and Conservation of Plant Communities (Spring: 3)**

*Prerequisites:* BI 110-112 or BI 200-202 or equivalent or permission of the instructor

Using readings and lecture/discussions this course deals with two related subject areas. We address several main topics in the ecol-

ogy of natural vegetation including: ecotypes, population dynamics, life history patterns, community structure, competition, herbivory, succession, and fire and other disturbances.

Several topics of the modern multidisciplinary field of conservation are also introduced. These include the following: natural populations and species, population demography, biodiversity losses, values and ethics, economic philosophy, design and management of conservation reserves, management of public and private multiple-use lands, and restoration ecology. This subject uses some examples from animals as well as plants.

*Jonathan J. Goldthwaite*

**BI 445 Animal Behavior (Spring: 3)**

*Prerequisite:* One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod field station is planned and optional field activities are available for interested students.

*Eric Strauss*

**BI 446 Marine Biology (Fall: 3)**

*Prerequisites:* BI 200-BI 202 or permission of instructor

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

*Silvard Kool*

**BI 448 Ecological Field Laboratory (Fall: 1)**

*Prerequisite:* Permission of the instructor

This course provides students with the first-hand opportunity to visit, study, and otherwise experience the natural field conditions which are discussed in their Coastal Field Ecology course (BI 443) which they will be taking concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment which make up natural coastal ecosystems.

*Peter Auger*

**BI 449 Methods in Environmental Field Research (Spring: 3)**

*Prerequisites:* At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent

**Two (2) credit lab fee required**

Intended for Juniors potentially interested in pursuing some type of organismal independent science project during their senior year. Methods used in environmental field ecology encompass areas associated with animal behavior, field biology and public health. Maximum 10 students.

*Peter Auger*

**BI 454 The Literature of Biochemistry (Fall: 3)***Prerequisites:* Biochemistry, BI 435 or CH 561

This seminar-type course examines several topics of the latest research in biochemistry and medical science. Each topic begins with a review of the underlying biochemistry and background of the biological processes involved. Original research papers from the current literature are read and discussed, focusing on how the research extends and expands the limits of knowledge. Rather than presenting a comprehensive survey of current research, this course is intended to teach in-depth about specific areas, so that students will gain a refined understanding of how experimental science is carried out as well as an appreciation for some of the latest products of that science. Topics will include aging and telomerase, prions, mammalian cloning, nitric oxide, HIV, regulation of the cell cycle, and other new and intriguing studies.

*Arlene Wyman***BI 458 Evolution (Fall/Spring: 3)***Prerequisites:* BI 200-202

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

*Silvard Kool**David Krauss***BI 461 Undergraduate Research (Fall: 3)***Prerequisite:* Permission of the Chairperson**Lab fee per semester required**

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

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

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

*The Department***BI 463 Research in Biochemistry (Fall: 3)***Prerequisite:* Permission of the chairperson**Lab fee per semester required**

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

*The Department***BI 464 Research in Biochemistry (Spring: 3)***Prerequisite:* Permission of the chairperson**Lab fee per semester required**

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

*The Department***BI 465 Advanced Undergraduate Research I (Fall: 3)***Prerequisite:* Permission of the chairperson**Lab fee per semester required**

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through

BI 464 and who desire to continue independent research projects under the guidance of department faculty.

*The Department***BI 467 Advanced Undergraduate Research II (Spring: 3)***Prerequisite:* Permission of the Chairperson**Lab fee per semester required**

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

*The Department***BI 474 Principles of Metabolism (Spring: 3)***Prerequisite:* BI 435 or CH 561 or permission of instructor

Living cells are constantly engaged in extracting energy from their environments and using that energy to construct their building blocks and macromolecular assemblies. The pathways by which these occur constitute the basic foundation of biochemistry. In the last two decades, an avalanche of information concerning the regulation of these pathways has resulted in an ever-growing understanding of the integration of these pathways, the role of hormones, and the diseases that result from disorders of metabolic control. The course will examine several important areas of metabolism, first by reviewing the fundamentals, then through a careful study of recent developments in medical and biochemical research.

*Arlene Wyman***BI 480 Biological Chemistry Laboratory (Fall: 3)***Prerequisite:* BI 435 or equivalent*Corequisite:* BI 435 or equivalent**Lab fee required**

This is an advanced project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Ideal for students interested in solid grounding for and exposure to academic research in the area of biochemistry.

*The Department***BI 481 Introduction to Neurosciences (Spring: 3)***Prerequisites:* One year of an introductory biology course, e.g., BI 200

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

*William J. Brunken***BI 489 Internships in Biology (Fall/Spring: 1)**

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

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

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

*The Department*



*Undergraduate and Graduate Course Offerings***BI 506 Recombinant DNA Technology (Spring: 3)**

*Prerequisites:* BI 304-305 (or equivalent) or permission of the instructor

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. Two lectures per week.

*Charles S. Hoffman*

**BI 509 Vertebrate Cell Biology (Spring: 3)**

*Prerequisite:* BI 304

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

*Clare O'Connor*

**BI 510 General Endocrinology (Spring: 3)**

*Prerequisite:* Introductory Biology or permission of instructor

*Suggested:* Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

*Carol Halpern*

**BI 533 Intracellular Transport (Spring: 3)**

*Prerequisites:* BI 304 and 305, or permission of the instructor

The biology of intracellular traffic is in an exciting period of development and the new techniques of molecular and cell biology are leading to the discovery of the transport signals and the major carriers. Topics covered in this advanced cell biology course include: (1) transport of proteins and different classes of RNAs into and out of the nucleus, (2) transport of proteins into mitochondria and into ER, and (3) vesicular transport. Specific transport deficiencies causing diseases will be discussed. In addition, the course will describe how different viruses (HIV, papillomaviruses, adenoviruses, influenza virus) exploit the intracellular transport pathways of host cells during their life cycle.

*Junona Moroianu*

**BI 535 Structural Biochemistry of Neurological Diseases (Spring: 3)**

*Prerequisite:* BI 435 or CH 561

Structural biology relates molecular form to biological function, characterizing biological processes in terms of various molecular structures and the interactions of their constituents. This course introduces students to the principles and practices of structural biology, particularly in respect to its applications to understanding neurological diseases. Lectures that introduce and discuss various

methodologies will be followed by demonstrations of the actual techniques focusing primarily on membrane and X-ray fiber diffraction, and electron microscopy.

*Daniel Kirschner*

**BI 540 Immunology (Fall: 3)**

*Prerequisites:* BI 304-305

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition versus nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity.

*Allyn H. Rule*

**BI 541 Molecular Immunobiology (Spring: 3)**

*Prerequisites:* BI 304-305, BI 435 or CH 561, or consent of instructor

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

*Thomas Chiles*

**BI 548 Comparative Animal Physiology (Spring: 3)**

*Prerequisites:* BI 200-202

This is a course about how animals function as well as why they function as they do; thus, the course will emphasize the problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

*Carol Halpern*

**BI 554 Physiology (Fall: 3)**

*Prerequisites:* BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function, GI and neurophysiology. An optional laboratory (BI 555) is also offered.

*Grant W. Balkema*

**BI 555 Laboratory in Physiology (Fall: 1)**

*Prerequisite:* BI 554

*Corequisite:* BI 554

**This course is intended to complement BI 554 and, although it is not a required corequisite of BI 554, it is strongly recommended. Lab fee required**

This laboratory course investigates both the four major organ systems (respiratory, cardiovascular, renal, and gastro-intestinal) and neurophysiology. The majority of the course consist of computer simulations and tutorials. A few wet labs will be used to illustrate specific principles. One three hour lab meeting per week is required.

*Grant W. Balkema*

**BI 556 Developmental Biology (Fall/Spring: 3)**

*Prerequisite:* BI 304 and 305 or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evo-

lutionary 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. The course describes how both organismal and molecular approaches are leading 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) what are the basis and role of pattern information in this process.

*Laura Hake*

*The Department*

### **BI 558 Neurogenetics (Fall: 3)**

*Prerequisite:* Genetics and Biological Chemistry

The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage disease, epilepsy, Huntington's disease, Alzheimer's disease, and movement disorders.

*Thomas Seyfried*

### **BI 570 Biology of the Nucleus (Fall: 3)**

*Prerequisites:* BI 304-305, at least one semester of Biochemistry (BI 435 or CH 561); and permission of instructor/department

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, RNA processing, and gene regulation.

*Anthony T. Annunziato*

### **BI 580 Molecular Biology Laboratory (Spring: 3)**

*Prerequisite:* BI 440 or BI 506 or equivalent

*Corequisite:* BI 440 or BI 506 or equivalent

#### **Lab fee required**

An advanced project laboratory limited to a maximum of 12 students interested in hands-on training in the experimental techniques of molecular biology under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught will include macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. Ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

*The Department*

### **Graduate Course Offerings**

#### **BI 600 Biology Graduate Core I (Fall: 3)**

This course addresses selected topics in genetics, cellular and molecular biology, developmental biology, and neurobiology. Emphasis will be given to the discussion of original research papers. This course is required of and limited to all first year biology graduate students in the M.S. and Ph.D. programs.

*The Department*

#### **BI 601 Biology Graduate Core II (Spring: 3)**

This course is a continuation of BI 600.

*The Department*

#### **BI 635 Graduate Biochemistry (Fall: 3)**

This course will cover the properties, synthesis, and metabolic activities of amino acids, proteins, carbohydrates and lipids, and how

the biochemical processes meet the energy, biosynthetic, and nutritional requirements of the cell and organism. Biochemical alterations that lead to particular diseases will be included.

*Daniel A. Kirschner*

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

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

*The Department*

#### **BI 801 Thesis Seminar (Fall/Spring: 3)**

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

*The Department*

#### **BI 805 Departmental Seminar (Fall: 1)**

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

*William H. Petri*

#### **BI 806 Departmental Seminar (Spring: 1)**

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

*William H. Petri*

#### **BI 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements, but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

*The Department*

#### **BI 998 Doctoral Comprehensive (Fall/Spring: 0)**

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

*The Department*

#### **BI 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

### **Black Studies**

#### **Departmental Notes**

- Director: Frank F. Taylor, 617-552-3239
- Associate Director: Karen K. Miller, 617-552-0760
- Program Assistant: Sandra Sandiford, 617-552-3238
- World Wide Web:  
[http://infoeagle.bc.edu/bc\\_org/avp/cas/blksp/](http://infoeagle.bc.edu/bc_org/avp/cas/blksp/)

#### **Program Description**

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program spon-

sors a four (4) week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

### ***Undergraduate Course Offerings***

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

#### **BK 104 Afro-American History I (Fall: 3)**

**Cross listed with HS 283**

**Satisfies Cultural Diversity Core Requirement**

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, the development of Black institutions, and the emergence of protest movements up to the end of the Civil War. 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*

#### **BK 105 Afro-American History II (Spring: 3)**

**Cross listed with HS 284**

**Satisfies Cultural Diversity Core Requirement**

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, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller*

#### **BK 106 Introduction to Afro-American Literature (Fall: 3)**

**Cross listed with EN 418**

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

*Joyce Hope Scott*

#### **BK 120 Religion in Africa (Fall: 3)**

**Cross listed with TH 107**

**Satisfies Cultural Diversity Core Requirement**

This course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions of Africa will be discussed. While emphasis will be placed on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in a changing Africa.

*Aloysius Lugira*

#### **BK 121 Christianity in Africa (Spring: 3)**

**Cross listed with TH 108**

This course is intended to give a historical view of Christianity in Africa. While Christianity generally will be touched on, emphasis will be placed on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological

outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future of Christianity in a changing Africa.

*Aloysius Lugira*

#### **BK 141 Cross Cultural Studies: Caribbean (Spring: 3)**

This course examines the social structures and institutions of selected societies in the Caribbean basin. We will study, among others, the institutions of government, economy, religion, family and sports; we will examine the effects of structural variables such as race, ethnicity, language and gender. Comparisons will be made among the various cultures and with other societies, especially the United States.

*Michael Malec*

#### **BK 151 Race Relations (Fall: 3)**

**Cross listed with SC 041**

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.

*Seymour Leventman*

#### **BK 155 Introduction to African-American Society (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. The survey of African-Americans is not chronological but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change.

*William Harris*

#### **BK 210 Survey of the African-American Societies (Spring: 3)**

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

*Sandra Sandiford*

#### **BK 212 Survey of the History of Puerto Rico (Spring: 3)**

**Cross listed with HS 258**

Beginning with the Native inhabitants of the island—the Tainos—the course will move to explore Spanish expansion in the 16th and 17th centuries. Moving into the 19th century, the issues of slavery, dependence, gender and race relations, abolition, and colonial politics will be examined. The nature of US relations with Puerto Rico will be a major focus of the course, beginning with the developments leading to the Spanish-Cuban-American War in 1898. Finally, the course will explore the experience of 20th century Puerto Rico, particularly colonialism, US citizenship, migration, industrialization, and the political status question.

*Felix Matos Rodriguez.*

**BK 213 African Slave Trade (Spring: 3)**

Cross listed with HS 311

This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world.

*David Northrup***BK 216 Black Women Writers (Spring: 3)**

Cross listed with EN 474

A survey of Black woman prose or poetry writers of the United States from slavery to the present and their subjects, themes, and styles. Focus is on the origin and continuity of a Black woman's literary tradition. Major thematic emphasis is on questions of heritage and identity: the African past, the legacy of slavery, social roles, and relationships.

*Joyce Hope Scott***BK 234 Blacks in the Electronic Media (Fall: 3)**

Cross listed with CO 120

Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it.

*Lawrence Watson***BK 242 Black Women and Feminism (Fall: 3)**

Cross listed with SC 242

The course will explore the issues of double discrimination, the matriarchy, overachievement, male/female relationships, and fear of success. These themes will make the connections among the political priorities Black women must set when forced to choose between gender and race. A survey of the relationships between suffragists and later major American woman's activist organizations and Afro-American women will be offered. In understanding the complications Black women encounter when they seek to attain their true womanhood, students will gain insight into the impact of that experience on the progress of all American women.

*Elizabeth Hadley***BK 253 Eyes On The Prize: Issues in Civil Rights (Fall/Spring: 3)**

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The events of this period made America a more democratic society, changed those who participated in the movement, gave rise to many other movements that transformed American culture, and influenced a new generation of American leadership. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

*Derrick C. Evans***BK 257 Race, Culture, and Social Structure in Colonial Latin America (Fall: 3)**

Cross listed with HS 268

This class is a survey of three centuries, from the initial encounter on New World soil of Iberian, African, and Indigenous cultures and races, to the birth of independent culturally and racially mixed nations. We shall study the institutions, cultures, attitudes, and fortunes of the Spanish and Portuguese; African slaves and free Blacks; and Nahuas (or Aztecs), Mayas, and Incas. We shall discover the roles played in colonial society by a wide variety of peoples: from an African slave on a Brazilian sugar plantation, to a Spanish high society woman in Lima.

*Matthew Restall***BK 259 African American Women Leaders in Civil Rights (Fall: 3)**

Using biographical and historical texts as well as audio-visual materials, an attempt will be made to shed light on the significant contributions made by black women in the Civil Rights Movement. In conformity with the principle of self emancipation, black women will be presented as their own liberators rather than as appendages to their black male counter-parts. Among those to be studied will be: Rosa Parks, Jo Ann Robinson, Daisy Bates, Ella Baker, and Fannie Lou Hame

*The Department***BK 266 Rhythm and Blues in American Music (Fall: 3)**

Cross listed with MU 321

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and Music Videos will be used throughout the course.

*Hubert Walters***BK 268 The History and Development of Racism (Fall: 3)**

Cross listed with PL 268/SC 268

Satisfies Cultural Diversity Core Requirement

The purpose of this course is to increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism.

*Honace Seldon***BK 281 American Labor and Civil Rights Issues (Spring: 3)**

Cross listed with SC 279

A comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied. We will examine the social characteristics of the stable Black working class that has been central to Black protest and to community institutions, and consider the history of the Black worker within the changing context of racial conflict in American society.

*Christopher Nteta***BK 283 Blacks in Boston (Fall: 3)**

This course is an historical survey of the African American community in Boston from its inception in 1683 to the present. Black Boston's response to national and international trends and

issues will be the background to a detailed examination of African American relationships to politics, economics, social structure, and education. Topics covered will include slavery, Black participation in the War of Independence, 18th century emancipation, 19th century abolitionism and the Civil War, institutional development, formal and informal education, business and labor, housing patterns, the Civil Rights movement, relationships with Euro-American groups, and the diversity within the Black community, particularly the Caribbean immigrant groups.

*Sandra Sandiford*

**BK 285 Jazz in America (Spring: 3)**

**Cross listed with MU 322**

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered.

*Hubert Walters*

**BK 290 Gospel Workshop (Fall/Spring: 3)**

**Cross listed with MU 096**

The Voices of Imani Gospel Choir will provide the laboratory experience for the course. Members of the class will be required to attend a number of rehearsals and performances of the Imani singers. Members of the class may sing in the choir but it is not required for the course.

*Hubert Walters*

**BK 295 Introduction to African Languages and Ethnicities (Spring: 3)**

African languages are the oldest elements in African cultures. They have been the most important system of expression among African thoughts, feelings, songs, beliefs, philosophies, and ideologies from one generation to another. This course will survey the current status of African languages in America and Africa by examining the trend and place of African language studies in the United States and the progress already made in the use of indigenous languages in African education, commerce, and mass media.

*Edwin Okafor*

**BK 304 Health and Disease in Black Communities (Spring: 3)**

**Cross listed with NU 304**

This course explores variables that influence African-American's health status and diseases in African-American communities. Topics include variables that affect health, diseases that are disproportional in African-Americans, racism, access to medical care, treatment issues, health policy and health seeking.

*Evelyn Barbee*

**BK 306 Introduction to French African Literature (Spring: 3)  
Conducted in English**

The aim of this course is to acquaint students with the main characteristics and preoccupations of Black African creative writing in French through reading and discussion of carefully selected works of Francophone Black African writers inspired by the doctrine of Negritude and by the memory and experience of Africa. The class instruction and discussion will focus on the literary treatment of African cultural heritage, socio-historical experiences and conception of Negritude evoked in the text.

*Edwin E. Okafor*

**BK 345 Contemporary Praxis and Ideology (Spring: 3)**

**Cross listed with PL 304**

This course examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implications for international peace and justice. Black con-

sciousness in South Africa and Sandinista consciousness in Nicaragua will be evaluated at length. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. One class period will focus on the Black American civil rights movement.

*James Woodard*

**BK 350 Racism and American Law (Spring: 3)**

This is a survey course designed to examine some of the legal underpinnings of racism in American law. Specifically, it will examine the legislation and case law beginning when race was introduced to the United States through the institution of slavery to the present debates on Affirmative Action. As such it will focus on the following: the origins of slavery to Emancipation (1619-1863), Emancipation to legalized racial segregation (1863-1896), segregation to desegregation (1896-1954), and desegregation to integration (1954-present). A special focus, too, will be devoted to some of the early legal pioneers, advocates, attorneys, and jurists who had an impact on racism and American jurisprudence. Finally, it will examine the influences of race on the criminal justice system and civil rights legislation.

*Charles Walker, Jr.*

**BK 365 U.S. Foreign Policy and South Africa (Fall: 3)**

**Cross listed with HS 213**

This course examines the United States policy toward South Africa from 1948 to the present. It will focus on the ethics and morality of that policy and will evaluate its economic and social significance. In addition, it will explore the security ramifications and geo-political consequences of that policy. The course will also weigh the import of indigenous South African liberation movements, such as the African Congress and United Democratic Front, as well as the impact of the United States Free South Africa Movement as influences of United States policy toward South Africa.

*James Woodard*

**BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)**

**Cross listed with HS 373**

**Satisfies Cultural Diversity Core Requirement**

It has been estimated that over 90 percent of the slaves imported into the Americas during the era of the Atlantic slave trade were brought into two portions of this hemisphere—the Caribbean islands and South America. The Caribbean islands were said to have received 42.2 percent of the total slave imports and South America 49.1 percent. This course focuses on these two segments of the Americas. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch-speaking countries. The approach taken is a comparative one.

*Frank Taylor*

**BK 377 Images of Africa (Fall: 3)**

**Cross listed with HS 377**

Some older as well as more recent writers have described the continent from a jaundiced perspective that emphasized Africans' inhumanity; others have viewed it through rose-colored lenses as a place of heightened humanity. Although different images of Africa will be scrutinized to expose deliberate and unintended biases, the course starts from the premise that simplification and distortion are inevitable in any effort to portray so vast and so complex a continent. Therefore, discovering the different ways in which Africa has been viewed is an important step to learning about Africa.

*David Northrup*

**BK 410 African-American Writers (Fall: 3)**

**Cross listed with EN 482**

A study of classic and non-canonical texts of African-American literature. Works by Terry, Wheatley, Dunbar, Toomer, Baldwin,

Ellison, Wright, Walker, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris, and others provide useful comparisons of the African-American and American literary traditions.

*Henry Blackwell*

**BK 418 Life and Times of W.E. B. DuBois (Fall: 3)**  
Cross listed with HS 661

W.E.B. DuBois (1868-1963), pre-eminent African American scholar, activist, author, and critic, lived and wrote about one of the most significant half-centuries of post-slavery American history. This course examines his writings on the first half of the twentieth century, and considers DuBois as one of the most prolific intellectuals of his period. His influence on scholarship, his evolving political perspective, and his life as both exemplar and exception will be examined through readings, discussions, and student-initiated research projects treating some aspect of DuBois' life and times.

*Karen Miller*

**BK 493 Racism, Oppression and Cultural Diversity (Fall/Spring: 3)**

*Prerequisite:* Permission of Graduate School of Social Work

Cross listed with SW 723

An analysis of the current issues and problems in American racism. These are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social Work's responsibility to contribute to the solution of this problem is emphasized. The class develops models examining the problems of racism.

*The Department*

**BK 500 Caribbean Summer Study (Spring: 3)**

*Prerequisites:* Department permission required. Interested students should apply to Dr. Frank Taylor, Director of the Black Studies Program by April 1.

The program will entail a 3 week stay in the Caribbean and will include visits to two island states, Barbados and Antigua. While in Barbados students will stay in the dormitories at the University of the West Indies and in the Methodist Conference Center while in Antigua. They will participate in an intensive program of lectures and discussions covering such topics as: Caribbean History and Politics, Caribbean Literature and Anthropology, and Caribbean Economic Problems. Students will have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and will be able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.

*Frank Taylor*

**BK 512 History of Black Nationalism (Fall: 3)**

*Prerequisites:* Permission of Instructor. Students must have taken one African-American History course

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early 19th century through the present. Detailed study of several distinct nationalist strategies—including emigrationist, separatist, cultural, and accommodationist—and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.

*Karen K. Miller*

**BK 592 Black Studies Minor: Thesis Preparation (Fall/Spring: 3)**

*Prerequisite:* Must be a Black Studies Minor

The final requirement for students pursuing the minor in Black Studies is the Black Studies Minors Thesis. The thesis provides the

opportunity to intensively research, analyze, and write critically about an issue relevant to the African, African American, or Caribbean experience.

*Frank Taylor*

***Undergraduate and Graduate Course Offerings***

**BK 240 Introduction to Black Theatre (Spring: 3)**

Students will examine the African American experience as it is reflected in theatre created by, for and about African Americans. We will study major socio-political movements, such as "the Black Arts Movement" and their impact on the political consciousness of the artist. Students will also develop analytical, oral and written skills in play-reading and through reading selected writings of theatre critics and scholars as they respond to developing trends in African American theatre. The course encompasses materials from literature, stage, screen and electronic media; both fiction and non-fiction so that students will gain an understanding of how positive and negative images are promulgated and maintained by society.

*Elizabeth Hadley*

**BK 511 Race, Class, Ethnicity (Spring: 3)**

Cross listed with HS 511

Satisfies Cultural Diversity Core Requirement

A new world order and persistent economic and political tensions nationally suggest a closer look at race relations and the most recent immigrant and refugee arrivals. Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the twenty-first century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

*Andrew Bunie*

**Chemistry**

***Faculty***

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Andre J. de Bethune**, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

**Robert F. O'Malley**, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

**George Vogel**, *Professor Emeritus*; B.S., D.Sc., Prague Technical University

**Michael J. Clarke**, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University

**Amir H. Hoveyda**, *Joseph Vanderslice Professor*; B.A., Columbia University; Ph.D., Harvard University

**Evan R. Kantrowitz**, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

**T. Ross Kelly**, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

**David L. McFadden**, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; Chairperson of the Department; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Yuh-kang Pan**, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Dennis J. Sardella**, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

**Larry T. Scott**, *Professor*; A.B., Princeton University; Ph.D., Harvard University

**William H. Armstrong**, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

**E. Joseph Billo, Jr.**, *Associate Professor*; B.S., M.S., Ph.D., McMaster University

**Udayan Mohanty**, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

**Marc Snapper**, *Associate Professor*; B.S., Union College; Ph.D., Stanford University

**Martha M. Teeter**, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

**John Fourkas**, *Assistant Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

**Scott Miller**, *Assistant Professor*; B.A., Ph.D., Harvard University

### Departmental Notes

- Undergraduate Program Information: Dr. Joseph Billo, 617-552-3619
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- Office Administrator: Brenda M. O'Sullivan, 617-552-2830, [brenda.osullivan@bc.edu](mailto:brenda.osullivan@bc.edu)
- Student Service Specialist, Scott Ballum, 617-552-3605, [ballum@bc.edu](mailto:ballum@bc.edu)
- World Wide Web: <http://ch03.bc.edu/>

### Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training. The B.S. degree in Chemistry is certified by the American Chemical Society.

#### Major Requirements

The recommended sequence for the Chemistry major is as follows:

*First year:* CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); 4 Core courses.

*Second year:* CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); 4 elective or Core courses.

*Third year:* CH 575-576 Physical Chemistry; CH 555-556 Advanced Chemistry Laboratory; 6 elective or Core courses.

*Fourth year:* CH 561 Biochemistry I (CH 562 in second semester is recommended); 7 elective or Core courses.

The information above describes the requirement for a B.S. degree in Chemistry at Boston College.

#### Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of Chemistry or Biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

#### Fulfilling the Core Science Requirement

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

#### Biochemistry Major

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

#### Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Graduate School of Education in cooperation with the Department of Chemistry. It requires admission to both the Graduate School of Education and to the Department of Chemistry. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. For further information on the M.S.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

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

#### Degree Requirements

Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credits requirement for the Ph.D. degree; 30 credits are required for the M.S. degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be placed in the M.S. degree program.

The Master's program requires that the student complete a minimum of 30 graduate credits of course work. Students typically accumulate 18 to 20 credits during the first year. In the second year, the course credits usually include three credits for graduate seminar (CH 821-822, 831-832, 861-862 or 871-872, depending on the area of study) and six credits for thesis research (CH 801 Thesis Seminar). Students who have completed six credits of Thesis Seminar but who have not finished their thesis must register for CH 802 Thesis Direction. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

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

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requir-

ing three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

### **Undergraduate Course Offerings**

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

#### **CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)**

This Core course is for non-science majors or for those who do not require a lab science course. The course objective is to introduce students to basic chemistry as applied to environmental problems. The course includes fundamental principles of inorganic and organic chemistry. The complexity of environmental problems will be illustrated through discussion of topics such as air and water pollution, energy, hazardous waste, carcinogenic threats, and sustainable development. Students will be encouraged to develop proactive solutions based on the knowledge acquired in the course.

*The Department*

#### **CH 109-110 General Chemistry I and II (Fall/Spring: 3)**

*Prerequisite:* One year of high school chemistry

*Corequisites:* CH 111-112, CH 113-114, MT 102-103

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. The course is applicable to the Core requirement.

*E. Joseph Billo*

*Udayan Mohanty*

*Yuh-Kang Pan*

*Paul Davidovits*

*Dennis J. Sardella*

#### **CH 111-112 General Chemistry Laboratory I and II**

**(Fall/Spring: 3)**

**Lab fee required**

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

*The Department*

#### **CH 113-114 General Chemistry Discussion I and II**

**(Fall/Spring: 0)**

**Required of all students in CH 109-110**

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

*The Department*

#### **CH 117 Principles of Modern Chemistry I (Fall: 3)**

*Prerequisite:* Permission of Instructor

*Corequisites:* CH 119, 121

This is the first part of a one year course that serves as the Honors alternative to the two-semester General Chemistry, CH 109-110. The course is designed for students interested in life sciences and medicine, as well as students with a general interest in

chemistry. CH 117 begins with topics aimed at an understanding of the fundamental structural features of atoms and molecules and their relationship to recent developments in modern chemistry, particularly in relation to biomedical sciences for example, design and development of anti cancer agents. Kinetics and thermodynamics, relevant chemistry of common elements, and the important physical phenomena that these principles elucidate, are discussed. A logical and rational approach to appreciation of molecular events, as they relate to scientific discovery, is emphasized.

*John T. Fourkas*

#### **CH 118 Principles of Modern Chemistry II (Spring: 3)**

*Prerequisite:* CH 117

*Corequisites:* CH 120, CH 122

This is the second part of a one year course that serves as the Honors alternative to the two-semester General Chemistry CH109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce biological chemistry as well as its physical basis. Topics to be covered include the chemistry of the amino acids, the structure and function of proteins and enzymes, an introduction to nucleic acids, energetics, metabolism, and biological oxidation-reduction reactions.

*Amir Hoveyda*

#### **CH 119-120 Modern Chemistry Laboratory I and II**

**(Fall/Spring: 1)**

**Lab fee required**

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

*John T. Fourkas*

*Amir Hoveyda*

#### **CH 121-122 Modern Chemistry Discussion I and II**

**(Fall/Spring: 0)**

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

*The Department*

#### **CH 161 Life Science Chemistry (Fall: 3)**

*Corequisite:* CH 163

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

*The Department*

#### **CH 163 Life Science Chemistry Laboratory (Fall: 1)**

**Lab fee required**

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

*The Department*

#### **CH 222 Introduction to Inorganic Chemistry (Spring: 3)**

*Prerequisites:* CH 109-110

*Corequisite:* CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

*E. Joseph Billo*



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

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

*E. Joseph Billo***CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)***Prerequisites:* CH 109-110*Corequisites:* CH 233-234, CH 235-236

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

*Dennis J. Sardella**T. Ross Kelly***CH 233-234 Organic Chemistry Laboratory I and II****(Fall/Spring: 1)****Lab fee required**

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

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

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

*The Department***CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)***Prerequisites:* CH 117-118*Corequisites:* CH 233-234, CH 245-246**Registration with instructor's approval only.**

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*T. Ross Kelly**Marc L. Snapper***CH 245-246 Honors Organic Chemistry Discussion I and II****(Fall/Spring: 0)**

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

*The Department***CH 351 Analytical Chemistry (Fall: 4)***Prerequisites:* CH 109-110*Corequisites:* CH 353, CH 355

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

*E. Joseph Billo***CH 353 Analytical Chemistry Laboratory (Fall: 0)****Lab fee required**

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

*William H. Armstrong***CH 355 Analytical Chemistry Discussion (Fall: 0)**

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

*William H. Armstrong***CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)***Prerequisites:* CH 109-110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

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

*The Department***CH 399 Scholar of the College (Fall/Spring: 3)**

See College of Arts and Sciences section of this catalog.

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

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

*Mary F. Roberts***CH 591-592 Introduction to Chemical Research I and II****(Fall/Spring: 3)****Seniors only**

**Arrangement with an individual faculty member and department permission are required.**

**This is a two-semester course and may not be taken for only one semester.**

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

*The Department***CH 593-594 Introduction to Biochemical Research I and II****(Fall/Spring: 3)****Seniors only**

**Arrangement with and individual faculty member and department permission are required.**

**This is a two-semester course and may not be taken for only one semester.**

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

*The Department****Undergraduate and Graduate Course Offerings*****CH 520 Principles of Inorganic Chemistry (Fall: 3)**

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

*William H. Armstrong*

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

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

*Marc L. Snapper*

**CH 537 Mechanistic Organic Chemistry (Fall: 3)**

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

*Amir Hoveyda*

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

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

*John Boylan*

**CH 551 Advanced Analytical Chemistry (Spring: 3)**

This course is a consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography.

*The Department*

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

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

*David L. McFadden*

**CH 561-562 Biochemistry (Fall/Spring: 3)**

*Prerequisites:* CH 231-232 or equivalent

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 and to the separate laboratory course (CH 563).

*Mary F. Roberts*

*Evan R. Kantrowitz*

**CH 563 Experimental Biochemistry (Spring: 3)**

*Prerequisites:* General Chemistry, Organic Chemistry, Biochemistry

**Lab fee required**

A laboratory course intended to prepare students for research in the biochemical sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. Data will be collected and analyzed directly by computer as often as possible.

*Martha M. Teeter*

**CH 567 Protein Structure and Function (Fall: 3)**

*Prerequisites:* CH 231-232, CH 561-562 or BI 435-440, CH 473 or CH 475-476, or permission of the instructor

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

*Martha M. Teeter*

**CH 575 Physical Chemistry I (Fall: 3)**

*Prerequisites:* CH 231-232, MT 202, PH 211-212 (or equivalent)

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

*David L. McFadden*

**CH 576 Physical Chemistry II (Spring: 3)**

*Prerequisite:* CH 575

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.

*John T. Fourkas*

**CH 588 Computational Biochemistry (Spring: 3)**

*Prerequisites:* CH 561-562 or BI 435 and BI 440 or equivalent

This is a one-semester course for biochemistry students wishing to obtain a firm background in the structural computations and molecular graphics methodology required in biochemical research. Emphasis will be on internet access to biochemical databases and simple molecular modeling methods. The course will include a brief summary of UNIX commands, an overview of biochemical database resources on the internet and how to access them, practical instruction in molecular mechanics and molecular dynamics programs including how to import data, conformational searches and docking of molecules. The course is intended to teach the sophisticated methods required for biochemical or biophysical research and to familiarize those who have not dealt with computers with these methods to gain confidence and facility in their use.

*Martha M. Teeter*

*Graduate Course Offerings***CH 672 Quantum Chemistry and Spectroscopy (Spring: 3)**

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

*John T. Fourkas*

**CH 725 Physical Methods in Inorganic Chemistry (Spring: 3)**

Applications of group theory and spectroscopy to bonding and molecular structure. Also included are electronic and vibrational spectroscopy, magnetic resonance, magnetic susceptibility, X-ray methods of structure determination and electrochemical techniques.

*The Department*

**CH 799 Reading and Research (Fall/Spring: 2 or 3)****Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 800 Reading and Research (Fall/Spring: 3)****Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 801 Thesis Seminar (Fall/Spring: 3)****Lab fee required**

This course is designed for M.S. candidates, and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*The Department*

**CH 802 Thesis Direction (Fall/Spring: 3)**

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department*

**CH 805 Departmental Seminar I (Fall: 1)**

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

*Udayan Mohanty*

**CH 806 Departmental Seminar II (Spring: 1)**

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

*Udayan Mohanty*

**CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)**

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

*Michael J. Clarke*

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

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

*Lawrence T. Scott*

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

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

*Larry W. McLaughlin*

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

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

*David L. McFadden*

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

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

*Paul Davidovits*

**CH 998 Doctoral Comprehensive (Fall/Spring: 0)**

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

*Paul Davidovits*

**CH 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Classical Studies****Faculty**

**Dia M.L. Philippides**, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern, Jr.**, *Associate Professor*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**David H. Gill, S.J.**, *Associate Professor*; Chairperson of the Department; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**Christopher McDonough**, *Assistant Professor*; B.A. Tufts University; M.A., University of North Carolina; Ph.D., University of North Carolina

**Departmental Notes**

- Secretary: Lillian Reisman, 617-552-3661, [lillian.reisman@bc.edu](mailto:lillian.reisman@bc.edu)
- World Wide Web: <http://fmwww.bc.edu/CL/>

***Undergraduate Program Description***

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

The Department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in

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

#### Major Requirements

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

#### Minor in Ancient Civilization

The Minor aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design her/his own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the Department now offers every second year, serve as a general overview of the field and introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time.

#### Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature, of political and social history, of philosophy, religion, and art. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

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

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English; they make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied

Latin or Greek for three or four years in high school, he or she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

#### Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 1999-2000, for example, Myth and Greek Tragedy (CL 202) and Heroic Poetry: Homer, Virgil and Beyond (CL 217) will be offered.

#### Certification for Teachers

The Undergraduate Provisional Certification as "Teacher of Latin and Classical Humanities 5-12" may be gained by pursuing one of the Majors in addition to the Secondary Education major or the Minor in Secondary Education. For further information, contact the Chairperson of the Department.

#### Graduate Program Description

The Department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Graduate School of Education in cooperation with the Department of Classics.

#### Requirements for the M.A. Degree

Candidates must complete thirty (30) credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral, the written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

#### Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Graduate School of Education and to the Department of Classics. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Requirements vary according to a candidate's preparation in both Classics and Education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson of the Department of Classical Studies, and refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

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

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, elegy and Ovid), the historians

Livy and Tacitus, and the novel. The departments of Philosophy, Theology, and Linguistics also offer courses in relevant areas of the ancient world.

***Undergraduate Course Offerings***

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

**CL 164 Modern Greek History and Literature (Fall: 3)**

A look at the history of contemporary Greece through the eyes of literary writers, whose novels and other works illustrate important events such as the Asia Minor catastrophe (1922), World War II and the ensuing civil war, while discussing issues of ethnicity, politics, religion, age, gender, family and social position, including the presence of foreigners in Greece and Greeks abroad—all within the real context and the mythical tradition of the culture. This course will be conducted in English; provision may be made for reading some works in Greek.

*Dia M.L. Philippides*

**CL 166 Modern Greek Drama in English (Spring: 3)**

The Greeks' love of theater did not end with the classical age. The course presents a survey of highlights of Modern Greek drama centering mainly on the 20th century, with plays such as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourselas), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English, but provision may be made for reading the plays in Greek.

*Dia M. L. Philippides*

**CL 202 Myth and Greek Tragedy (Fall/Spring: 3)**

**Cross listed with CT 370.01/EN 084.01**

**Satisfies Literature Core Requirement**

Reading in English of selected masterpieces of classical Athenian drama including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus*, and *Bacchae*, and Aristophanes' *Frogs* and *Lysistrata*. Secondary readings, visuals (videotapes of performances and slides), lectures, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and 5th century B.C. Greek views on justice, heroism, and women in society. This course was originally titled "Greek Drama in Translation."

*Maria Kakavas (Fall)*

*Dia M.L. Philippides (Spring)*

**CL 206 Roman History (Fall: 3)**

This course is a survey of the political and social history of Rome from the legendary kings to Caesar and the Empire. Beginning with a brief treatment of Rome's earliest mythology and ideology we then turn to the history of Rome's internal tensions and external expansion. The middle part of the course deals with the bloody civil wars which resulted in the domination, and murder, of Julius Caesar. Our final readings concentrate on the establishment of the Empire: the excesses of Caligula and Nero. Throughout the course, our focus will be on the raw material of Roman History, as brought out in supplementary readings that include the wily legal speeches of Cicero, the Acts of the Apostles, and the pornographic graffiti of Pompeii.

*Christopher McDonough*

**CL 217 Heroic Poetry: Homer, Vergil and Beyond (Spring: 3)**

**Cross listed with EN 084.06**

**Satisfies Literature Core Requirement**

Reading in English of three foundational epics of Western literature: Homer's *Iliad* and *Odyssey* and Vergil's epic for Rome, the *Aeneid*, in which the poet challenges himself to outdo Homer. Also selected readings from other epics such as *Gilgamesh*, the *Divine Comedy*, *Paradise Lost*, etc. Lectures and discussion will focus on thematic and narrative structure and on the personal and communal "heroic" ideals found in the poems.

*Maria Kakavas*

**CL 230 Classical Mythology (Spring: 3)**

**Cross listed with EN 220**

An introduction to the gods and goddesses and to the chief cycles of legend in the Greek and Roman story-telling traditions. We shall learn the "facts" of myth (the names and places involved), and discuss the interpretation of specific literary works. We shall also inquire into the origins of traditional stories in early Greece, their relations to religious beliefs and practice, and the evolution of their use in ancient art and literature. Readings in Hesiod, the Homeric Hymns, Greek tragedy, and Ovid's *Metamorphoses*, supplemented by a handbook and a study of modern theories of interpretation.

*Christopher M. McDonough*

**CL 390 Reading and Research (Fall: 3)**

*Charles F. Ahern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

**CL 391 Reading and Research (Spring: 3)**

*Charles F. Ahern Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

***Undergraduate and Graduate Course Offerings***

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

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

*Sr. Mary Daniel O'Keeffe*

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

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

*John Shea*

**CL 052-053 Intermediate Ancient Greek (Fall/Spring: 3)**

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

*Dia M.L. Philippides*

**CL 056-057 Intermediate Latin (Spring: 3)**

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

*John Shea*

**CL 060-061 Elementary Modern Greek (Fall/Spring: 3)**

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*

**CL 308 Cicero's Orations (Fall: 3)**

*Prerequisite:* Knowledge of Latin is required.

"Cicero was the name, not of a man, but of eloquence itself," an ancient writer once put it. In this course, we shall consider the historical context of Cicero's oratory as well as its artistry. Our primary texts will be the *Pro Cluentio*—the infamous murder trial in which every imaginable vice is exposed—and the *Second Philippic*—the famous vitriolic attack upon Mark Antony, who would retaliate by having the orator executed. Readings will also include selections from philosophical and religious works, as well as letters to friends and family.

*Christopher McDonough*

**CL 314 Aeschylus and Euripides (Fall: 3)**

Reading in the original of two plays from the diachronic spectrum of 5th century tragedy (most likely, Aeschylus' *Agamemnon* and Euripides' *Medea*), with attention to the particularities of theme, approach and style that characterize the genre but also differentiate the two tragedians from one another.

*Dia M.L. Philippides*

**CL 323 Seminar in Greek Patrology (Fall: 3)**

Cross listed with TH 425

Students must get permission of the Chairperson of the Department of Classical Studies to register for this course under CL 323.

See course description under TH 425.

*Margaret Schatkin*

**CL 406 Vergil's Aeneid (Fall: 3)**

Close reading and discussion of the Latin text of the *Aeneid*, Vergil's epic poem on the origins of Roman civilization.

*John Shea*

**CL 790 Readings and Research (Fall: 3)**

*Charles F. Ahern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

**CL 791 Readings and Research (Spring: 3)**

*Charles F. Ahern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

**Graduate Course Offerings**

**CL 305 Latin Poetry—Satires: Juvenal and Horace (Spring: 3)**

Reading of selected satires from Juvenal and Horace

*Christopher McDonough*

**CL 353 Advanced Readings in Latin: Tacitus (Spring: 3)**

Advanced Readings in Latin from Tacitus: *Agricola, Germania.*

*John Shea*

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

Reading and discussion of selections from the Greek Historians: Herodotus and Thucydides.

*David Gill, S.J.*

**Communication**

**Faculty**

**Mary T. Kinnane**, *Professor Emeritus*; A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

**Joseph M. Larkin, S.J.**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Catholic University; S.T.B., Weston College

**Kevin Kersten, S.J.**, *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

**Marilyn J. Matelski**, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

**Ann Marie Barry**, *Associate Professor*; M.S., Ph.D., Boston University; B.S., M.A., Salem State College

**Lisa Cuklanz**, *Associate Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

**Donald Fishman**, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

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

**Dorman Picklesimer, Jr.**, *Associate Professor*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Joohoan Kim**, *Assistant Professor*; B.A., Seoul National University; M.A., Seoul National University; M.A. University of Pennsylvania; Ph.D., University of Pennsylvania

**Bonnie Jefferson**, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

**Elfriede Fursich**, *Visiting Assistant Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D. (cand), University of Georgia

**Michael Keith**, *Senior Lecturer*; B.A., M.A., University of Rhode Island

**Departmental Notes**

- Mary Saunders, Department Administrator, Lyons Hall 215D, 617-552-4280, mary.saunders@bc.edu
- Department Office: Lyons Hall 215; Phone: 617-552-4280; Fax: 617-552-2286
- World Wide Web: <http://www.bc.edu/commdept>

**Undergraduate Program Description**

The Department of Communication is concerned with the "study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication." Through a series of required classes, the Department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to study more applied areas such as advertising, digital communication, journalism, public relations, radio and television. The Department also

offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication, education, journalism, and public relations. Many majors have successfully completed graduate programs in business, communication, and law.

### Requirements for Majors

Students must complete eleven—six required and five elective—courses to major in communication. The required courses include:

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- One Theory Course (Any course numbered between CO 370-CO 380)
- Two Writing-Intensive Seminars. (Any course numbered between CO 425-CO 475 and CO 591)
- The other five (5) courses are electives, and students may select these courses based upon their interests and objectives.

Any three-hour class offered by the Department can be counted as an elective, including CO 520 Media Workshop and CO 590 Introduction to Honors in Communication. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

### Information for First Year Majors

Freshmen and sophomores should contact the Department Administrator in Lyons Hall 215D. Juniors and seniors should schedule an appointment with the Department Chairperson to determine whether they can reasonably complete the required course work prior to graduation.

### Internship Program

CO 520 Communication Internship, a one credit pass/fail course, is open to communication majors who have junior or senior standing.

CO 590 Media Workshop, a three credit course, is open to communication majors who have senior standing and a 3.0+ G.P.A. overall (or a 2.8+ G.P.A. overall with a 3.2+ G.P.A. in the major). In addition, potential interns must have completed a minimum of six courses in Communication at Boston College prior to the beginning of the final year. These six courses are to include the three basic required courses—Rhetorical Tradition, Survey of Mass Communication and Public Speaking—a theory course, and appropriate preparatory course work necessary for the specific field placement.

### Honors Program

For students in all classes, the Department offers an honors program in Communication that begins in the second semester of the student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) is devoted to data collection, research design, and framing research questions. The program culminates with an honors thesis written during the first semester of senior year. Students who wish to participate in the Department's honors program should have a cumulative grade point average of 3.4. The second honors course, CO 591, may be used as a writing intensive course.

## Undergraduate Course Offerings

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

### CO 010 The Rhetorical Tradition (Fall/Spring: 3)

#### Required course for all Communication majors

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

*Bonnie Jefferson*

### CO 020 Survey of Mass Communication (Fall/Spring: 3)

#### Required course for all Communication majors

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

*Elfriede Fursich*

### CO 030 Public Speaking (Fall/Spring: 3)

#### Required course for all Communication majors

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

*The Department*

### CO 104 Interpersonal Communication (Fall/Spring: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one-to-one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and nonverbal communication techniques are stressed.

*Dorman Picklesimer, Jr.*

### CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate.

*The Department*

### CO 107 Voice and Articulation for the Electronic Media (Fall/Spring: 3)

This course is designed for students interested in building toward a level of vocalization acceptable for professional radio and television performance. Attention will be given to all aspects of voice production including rate, pitch, volume, tone and clear accurate articulation that adheres to the General American Standard. Extensive use will be made of tape recordings for practice, self analysis and instructor evaluation. The International Phonetic Alphabet will be employed as the basic tool. This course is not appropriate for individuals with speech deficiencies.

*Larry Miller*

**CO 120 Blacks in Electronic Media (Fall: 3)****Cross listed with BK 234**

See course description in the Black Studies department.

*Lawrence Watson***CO 206 Group Dynamics (Fall/Spring: 3)**

This course deals with the causes and effects of human activities in small groups. Attention is given to participation and leadership in problem-solving and policy-making discussions. Basic parliamentary procedure is also included.

*Dorman Picklesimer, Jr***CO 220 Radio Operations and Production (Fall/Spring: 3)**

This course is designed to present an overview of basic audio theory, programming and production techniques, station operations and radio's relationship to the public and government. Students must meet for a one-hour lab period each week in addition to the two-hour lecture periods.

*Michael Keith***CO 222 Studio Television Production (Fall/Spring: 3)***Prerequisite: CO 227*

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio.

*Don Larick**Paul Reynolds**William Stanwood***CO 223 TV Field Production (Fall/Spring: 3)***Prerequisite: CO 222*

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). The majority of programs produced in the video industry today utilize the EFP system. Emphasis will be placed on advanced techniques of portable video camera operation, and traditional videotape editing. Elements of production such as location, sound recording, location lighting, scripting, producing, and directing will be featured. Working both individually and in groups, students will produce their own video programs. The course will also explore new technologies in video production such as non-linear editing and digital video.

*David Corkum**Paul Reynolds**William Stanwood***CO 224 Digital Nonlinear Editing (Fall/Spring: 3)***Prerequisite: Permission of instructor***Cross listed with FS 274**

This course will provide the fundamental skills required for the editing of moving pictures as well as hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television and film industry. Using the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing "bins" and "clips," building a timeline, saving sequences, and output to tape. Students will leave the course armed with a both new visual vocabulary as well as a marketable technical skillset.

*Adem Bush***CO 225 Broadcast Management and Sales (Spring: 3)**

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and

cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway and the projected 500 channel universe, which shall further intensify the competition prevalent in the electronic media field.

*Larry Miller***CO 227 Broadcast Writing (Fall/Spring: 3)**

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences. A special emphasis will be placed on dramatic and comedy writing in the third of this course.

*Joe Bergantino**Patricia Delaney**James Dunford**Jack Izzo, S.J.**David Melpignano***CO 230 News Writing (Fall/Spring: 3)**

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Course work includes weekly story assignments and final exams. Students will be expected to read a newspaper daily.

*Joe Bergantino**Maureen Goss**Jack Izzo, S.J.***CO 231 Feature Writing (Fall/Spring: 3)***Prerequisite: CO 230*

This course focuses on feature writing for newspapers and magazines. Weekly story assignments, regular newspaper reading, and leaving campus to cover stories are required.

*Maureen Goss**Jack Izzo, S.J.**The Department***CO 235 Introduction to Advertising (Fall/Spring: 3)**

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

*Peter Woloschuk**The Department***CO 236 Advertising Copy and Layout (Spring: 3)***Prerequisite: CO 235 or marketing course equivalent*

This course is designed to promote an understanding of what constitutes effective creative work in advertising through the study and production of advertisements in a variety of media, including newspapers, magazines, direct mail catalogs, web page, and out-of-home vehicles. Enrollment is limited.

*Ann Marie Barry*



**CO 240 Introduction to Public Relations (Fall/Spring: 3)**

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

*Patricia Delaney*

*Ann Lootens*

*Lynda McKinney*

*Jack Tierney*

**CO 245 Advanced Public Relations (Spring: 3)**

*Prerequisite:* CO 240

A senior-level course in which students employ all skills acquired in the Introduction to Public Relations class and begin to address real problems and their varying interdependent complexities. It is designed to take the fundamentals learned at the introductory level: case work, writing and strategic thinking, and expand upon the student's knowledge and practical application for a possible career in the profession or related field.

*Lynda McKinney*

**CO 249 Communication Law (Fall: 3)**

This course examines major principles and trends in communication law. The course analyzes a wide-range of issues related to the First Amendment, intellectual property, and broadcast regulation. Special emphasis will be placed on access, blasphemy and obscenity, broadcasting, cable regulation, commercial speech, defamation, free press/fair trial, institutional constraints, intellectual property, prior restraints, privacy, sedition, time/place/manner restrictions, and words that wound.

*Dale Herbeck*

**CO 250 Mass Communication Ethics (Fall/Spring: 3)**

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts: in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.

*Kevin Kersten, S.J.*

**CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)**

This course focuses on the complexities of programming a modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics. Case studies of television station and network programming will be analyzed and discussed, and techniques of both programming and promotion will be studied.

*James Dunford*

**CO 298 World Wide Web and Digital Media (Fall/Spring: 3)**

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the WWW so that they can (1) browse web pages, (2) search any necessary information from the Internet, (3) set up their own web page, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the WWW will also be explored. No computer expertise required.

*Scott Kinder*

*Kevin Olivieri*

**CO 372 Mass Communication Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

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

*Joohoan Kim*

*Marilyn Matelski*

**CO 375 Argumentation Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.

*The Department*

**CO 377 Visual Communication Theory (Fall: 3)**

**Satisfies the required theory course in the Communication major**

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

*Ann Marie Barry*

**CO 378 Rhetorical Theory (Fall: 3)**

**Satisfies the required theory course in the Communication major**

This course applies the concepts of critical rhetorical theory to the analysis of news media.

*Lisa Cuklanz*

**CO 400 Advanced Video Production (Spring: 3)**

*Prerequisites:* Permission of Instructor plus (1) CO 227 Broadcast Writing, (2) CO 222 Studio TV Production and (3) CO 223 TV Field Production

This course is designed to explore the creation of a program through real world experiences such as formulating a script to meet specific client needs, planning, shooting and editing the finished show.

*William Stanwood*

**CO 402 Digital Audio Production (Fall/Spring: 3)**

*Prerequisite:* CO 220 or permission of instructor

This course is designed to introduce students to digital audio production. The course will include recording, editing, and post-production work, all using a computer-based audio system. Students will produce digital audio recordings of various lengths and master a work on compact disc.

*Lloyd Thayer*

**CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)**

*Prerequisite:* CO 298 or equivalent experiences and knowledge

This course is designed to help seniors and juniors get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge in the WWW and digital communications. Topics include, but are not limited to, (1) advanced HTML, DHTML, and XML, (2) basics of Javascript, (3) using the web as a research tool, (4) computer-assisted content analysis skills for web documents, (5) statistical analysis of web usage data, (6) philosophical significance of digital media, (7) the state of arts in

computer-mediated communications, (8) the Tangible User Interface and telepresence, and (9) effective presentation skills using PowerPoint and the Web.

*Joohoan Kim*

**CO 425 Broadcast Century Issues (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course is an assessment of the major issues and events that have helped form 20th century broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith*

**CO 440 Communication and Theology (Fall/Spring: 3)**

In this intensive writing course, students will study mass communication in the light of major insights from the faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and the media industry as a whole which will foster the greater good for the media consuming public. The values thus developed will then be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television. This, in turn, will provide a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and more demanding.

*Kevin Kersten, S.J.*

**CO 442 Intercultural and International Communication (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

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

*Kevin Kersten, S.J.*

*Marilyn Matelski*

**CO 445 Seminar on Freedom of Expression (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course will use landmark cases to illuminate classic controversies involving the freedom of expression. The Supreme Court decisions to be studied include *Abrams versus United States* (political speech versus "clear and present danger"), *New York Times versus Sullivan* (commercial/political speech versus reputation), *New York Times versus United States* (prior restraint versus national security), *Hustler Magazine versus Falwell* (satire/parody versus emotional distress), and *R. A. V. versus St. Paul* (First Amendment versus Fourteenth Amendment).

*Dale Herbeck*

**CO 447 Communication Criticism (Fall/Spring: 3)**

**Formerly Rhetorical Criticism**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

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

*Bonnie Jefferson*

*The Department*

**CO 448 Television Criticism (Fall: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

*Elfriede Fursich*

**CO 449 Crisis Communication (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course is designed to examine events and situations that actually 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 Pepsi syringe hoax.

*Donald Fishman*

**CO 451 Gender Roles and Communication (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive course requirements within the Communication major**

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass mediated communication.

*Lisa Cuklanz*

**CO 460 Seminar in Fiction, Film and Video (Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course looks at how the written word can be transformed into the visual image. Literary analysis of novels and short stories will focus on how to retain the original creative idea as the work is rewritten in images for the film or television screen.

*Ann Marie Barry*

**CO 500 Debate Practicum (Fall/Spring: 1)**

*Prerequisites:* Successful completion of Elements of Debate, CO 105, participation on the intercollegiate debate team, and permission of the instructor.

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

*John Katsulas*

**CO 501 Communication Internship (Fall/Spring/Summer: 1)**

*Prerequisite:* Permission of the instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

*Michael Keith*

**CO 520 Media Workshop (Fall/Spring: 3)**

*Prerequisites:* (1) Senior standing, (2) 3.0 GPA or 2.8 overall and 3.2 in major, (3) completion of six courses in communication at BC, including those required for the major, and (4) permission of the instructor

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required. This course may not be repeated. By arrangement.

*Michael Keith*

**CO 590 Introduction to Honors in Communication (Spring: 3)**

This course is designed to be an introduction to research in preparation for the completion of a scholarly thesis in Communication. Attention in the course will be devoted to data collection, research design, and topic selection. Emphasis also will be placed upon developing a writing style suitable for scholarly works. This course is open to juniors who have a 3.4 cumulative grade point average. Students begin the honors program during the second semester of their junior year, and those who complete this preparatory course with distinction may enroll in CO 591 during the first semester of their senior year.

*Donald Fishman*

**CO 591 Honors Program in Communication (Fall: 3)**

Candidates for Departmental Honors who have successfully completed CO 590 may enroll in this course. Students in the course complete an honors thesis under the supervision of the instructor. This course qualifies as a writing-intensive seminar.

*Donald Fishman*

**CO 596 Web Master (Fall/Spring: 3)**

An independent study available for students helping to maintain the Communication Department's home page. Open to seniors with considerable programming experience. By arrangement.

*Joohoan Kim*

**CO 597 Readings and Research—Communications (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

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. This course may be repeated.

*The Department*

**CO 598 Teaching Assistantship (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to seniors and enrollment is limited to one student per professor.

*The Department*

**CO 599 Scholar of the College (Fall/Spring: 6)**

Students who have been accepted in the Scholar of the College Program should enroll in this course. This course may be repeated.

*The Department*

**Computer Science*****Undergraduate Program Description***

The Computer Science Department offers programs in both the College of Arts and Science and the Carroll School of Management. This section describes only the programs in Arts and Sciences; please see the Computer Science listing under the Carroll School of Management for a description of the management programs in Computer Science and Information Systems, and for the list of Computer Science faculty. For further information you are encouraged to contact the department in Fulton 460, at 617-552-3975.

**The Major Program**

The Computer Science major curriculum is based upon current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions, and is designed to be intellectually challenging, just as any Arts and Sciences discipline would require. At the same time, the program provides practical, hands-on experience, as the current technological job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For a majority of students, the program dictates completion of thirteen courses.

**Computer Science Component**

Ten computer science courses are required for completion of the major: six required core courses and four electives. The six required core courses are: Computer Science I (MC 140), Computer Science II (MC 141), Computer Science III/Object Oriented Programming (MC 697), Computer Organization and Assembly Language (MC 160), Algorithms (MC 383), and Theory of Computation (MC 385). Of the four electives, at least three must be numbered 300 and above, and must include at least two of the following three courses: Operating Systems (MC 362), Computer Networks (MC 363), and Principles of Programming Languages (MC 366). The fourth elective may be any MC course numbered 200 and above.

**Mathematics Component**

At least two mathematics courses are required for completion of the major: one semester of Calculus at the level of Calculus II or higher; and one or two semesters of Discrete Mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will necessarily complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Prior to 1997, students must complete the discrete mathematics requirement with the two-semester sequence MT 243 and MT 244. Starting in 1997, the requirement must be met by the one semester course Discrete Mathematics (MT 245 or MC 248). Double-majors in Mathematics may satisfy the discrete mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is prerequisite for the two required courses Algorithms and Theory of Computation.

**Preparation for Graduate School**

Students considering graduate school should be aware that the Computer Science GRE usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the

junior year: Computer Organization (MC160), Discrete Mathematics (MT 245 or MC248), Algorithms (MC 383), Theory (MC 385), and Principles of Programming Languages (MC 366). In addition, the following courses are also strongly recommended: Operating Systems (MC 362), Networks (MC 363), and Architecture (MC 372).

#### Information for First Year Majors and Non-Majors

The Computer Science major is for students who enjoy using computers, and who wish to understand more deeply about computing technology. The major is designed to be intellectually challenging, just as any Arts and Sciences discipline would require. At the same time, the program provides practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers, such as programmers, network administrators, technical support representatives, and systems analysts. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

#### Freshman Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's Calculus requirement (MT 101 or higher) during freshman year. Most will enroll in MT 100 in fall semester, and continue to MT 101 in spring semester. Students who either carry advanced mathematics placement, or who have completed a year of Calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with prior programming experience or strong technical skills are encouraged to take Computer Science I (MC 140) their first semester. Those students who have had no programming experience should consider beginning with an introductory computer course (e.g., MC 021 or MC 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science AP Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement.

#### Freshman Non-Majors

The department offers three introductory courses in Computer Science: MC 021, MC 074, and MC 140. MC 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the internet. This course is required for all students in the Carroll School of Management, but it is also a popular elective with A&S students who want business computer skills.

MC 074 is a gentle survey of computer science, intended for A&S students who know little to nothing about computing. It is an excellent course both for becoming more computer literate and as a preparation for the MC 140 course.

MC140 is the introductory programming course. It is required of all CS majors and minors, and is prerequisite for all advanced CS courses. Therefore, students who wish to take more than one course in Computer Science will need to take MC 140 sometime. The thinking skills needed to write computer programs come easily to some people, and less easily to others. Students who have little programming experience and are apprehensive about their ability should consider enrolling in either MC 021 or MC 074 before enrolling in MC 140.

#### The Minor Program

The Minor program in Computer Science is designed to provide a coherent, yet demanding introduction to and overview of Computer Science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in Computer Science and good analytical skills.

Six courses are required for completion of the Minor, according to the following two requirement categories:

*Three Required Core Courses:* Computer Science I (MC 140), Computer Science II (MC 141), and Computer Organization and Assembly Language (MC 160).

*Three Elective Courses:* Chosen from the range MC 200-699, excluding the three required courses, and with at least one of these numbered 300 and above.

#### Departmental Honors

The Department offers to qualified computer science majors the opportunity to graduate with Department Honors. The requirements are as follows:

- Completion of the Computer Science Major as outlined above.
- A grade point average at least 3.0 in MC courses.
- MC 397 (Honors Thesis), which is taken in *both* the fall and spring of the senior year. Thus, this requirement increases the number of MC courses by two.
- A written thesis and the presentation of the final results of the thesis.

#### Course Information

All Computer Science courses have the prefix MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be A&S courses. In particular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses, and all courses numbered 300-699 are A&S-credit courses.

Introductory courses (e.g., MC 140, 141, and 160) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be anticipated with some care.

#### Economics

##### Faculty

**James E. Anderson**, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

**Richard J. Arnott**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

**Jushan Bai**, *Professor*; B.S., Nankai University, Tianjin, China; M.A., Pennsylvania State University; Ph.D., University of California, Berkeley

**David A. Belsley**, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Donald Cox**, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

**Frank M. Gollop**, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Peter Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Bruce E. Hansen**, *Professor*; A.B., Occidental College; M.A., Ph.D., Yale University

**Marvin C. Kraus**, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

**Arthur Lewbel**, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

**William B. Neenan, S.J.**, *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

**Joe Peek**, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

**Joseph F. Quinn**, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Fabio Schiantarelli**, *Professor*; B.S., Bocconi University, Italy; M.S., Ph.D., London School of Economics

**Christopher F. Baum**, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Peter N. Ireland**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**Francis M. McLaughlin**, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Serena Ng**, *Associate Professor*; B.A., M.A., University of Western Ontario; M.A., Ph.D., Princeton University

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**Richard W. Tresch**, *Associate Professor*; Chairperson of the Department; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Kristen Butcher**, *Assistant Professor*; B.A., Wellesley College; M.Sc., London School of Economics; M.A., Ph.D., Princeton University

**Douglas Marcouiller, S.J.**, *Assistant Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

**Enrico Spolaore**, *Assistant Professor*; L.E.C., University of Rome; M.A., Harvard University; Ph.D., Harvard University

**Departmental Notes**

- Administrative Secretary: Kathy Tubman, 617-552-3670 (tubman@bc.edu)
- Administrative Graduate Secretary: Mary Foley, 617-552-3683 (foleym@bc.edu)
- Secretary: Pauline Lonergan, 617-552-3684 (lonergap@bc.edu)
- World Wide Web: <http://fmwww.bc.edu/EC/EC.html>

**Undergraduate Program Description**

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses (EC 131-132) are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory (EC 201, 202) give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory and finance, labor economics, industrial organization, health economics, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

**The Core**

Principles of Economics—Micro and Macro (EC 131 and EC 132, respectively) satisfy the Core requirements in the social sciences. These are distinct one-semester courses that should be taken in numerical order—Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

**Major Requirements**

Ten three-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151, 155 or 157), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any five electives numbered from EC 200-398. Students should take both EC 131 and EC 132 before taking any other Economics courses. The one exception is Statistics (EC 151, 155, and 157). Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and one elective sophomore year. Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year.

The Economics major is meant to be structured. Students should take Principles, Statistics, and preferably the two Theory courses before beginning the 300-level electives. We recognize that late starters may not have time to follow this sequence precisely, but at very least the 300-level electives and the corresponding theory courses should be taken concurrently. Consult the individual professor if you are unsure of your preparation.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25, depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses, and to check with the department before the registration period to learn which courses will be offered in which format.

Knowledge of the basic elements of Calculus is required of all economics majors. No specific calculus courses are required for the major, but all majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100, and many high school calculus courses provide the basic elements of calculus needed for the Economics major. The Micro and Macro Theory courses and the 300-level electives may use some basic elements of calculus. Any student with a serious interest in Economics should take at least one full year of Calculus, MT 100-101, or the equivalent; additional mathematics courses are strongly recommended for students considering graduate work in economics.

**Honors Program**

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in Economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 157) as soon as possible and Econometric Methods (EC 228) immediately following. Note that EC 228 has a calculus prerequisite. MT 100-101 or their equivalents are prerequisites for both the

Econometrics sequence and the Honors Program generally. Four elective courses numbered from EC 200-398 are required during the junior and senior years. The Honors candidate must complete a six-credit Honors Thesis (EC 497-498) in the senior year under the direction of a faculty member.

#### Minor Requirements

The following courses are required for the minor in Economics:

- EC 131 Principles of Economics-Micro
  - EC 132 Principles of Economics-Macro
  - EC 151 Statistics
  - EC 201 Microeconomic Theory
  - EC 202 Macroeconomic Theory
- Plus any two electives with numbers of EC 200 and higher. Students may substitute:
- EC 157 Statistics-Honors for EC 151 Statistics
  - EC 203 Micro Theory-Honors for EC 201 Microeconomic Theory
  - EC 204 Macro Theory-Honors for EC 202 Macroeconomic Theory

Finally, students should know the basics of calculus for theory courses (EC 201, EC 202) and for some electives. MT 100 would meet this prerequisite as would a high school calculus course.

#### Double Majors

Requirements for double majors are the same as for the major. A total of ten courses (30 credits) in Economics, including Principles, Statistics, Micro Theory, and Macro Theory, is required of a double major.

#### Economic Internship

EC 199, Economic Internship, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form which can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by Professor Francis McLaughlin, Carney 130. After it is signed it should be sent to the student's class dean. At the end of the internship the agency supervisor must provide an evaluation to Professor McLaughlin. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

#### CSOM-Economics Concentration

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major.

#### Graduate Program Description

The graduate program in economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis.

#### Ph.D. Program

The Ph.D. program is designed to train economists for careers in teaching and research by providing strong backgrounds in eco-

nomics theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement.

The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in microtheory (EC 740, 741), macrotheory (EC 750, 751), mathematics for economists (EC 720), statistics (EC 770) and econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

#### M.A. Program

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

#### Admission Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, MA 02467 or E-Mail: foley@bc.edu. For up-to-date information including courses offered and course syllabi, consult the Economics Department Web page at <http://fmwww.bc.edu/EC/EC.html>. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Ph.D. applicants interested in financial assistance awarded by the Department of Economics should ensure that their applications are completed by February 1. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

#### Undergraduate Course Offerings

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

#### EC 131 Principles of Economics I-Micro (Fall/Spring: 3)

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems.

*The Department*

**EC 132 Principles of Economics II-Macro (Fall/Spring: 3)**

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

*The Department*

**EC 151 Economic Statistics (Fall/Spring: 3)**

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

*The Department*

**EC 155 Statistics—CSOM Honors (Spring: 3)**

*Prerequisite:* Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151, and it is designed for Carroll School of Management students.

*Joseph Quinn*

**EC 157 Statistics—Honors (Fall: 3)**

*Prerequisite:* Calculus

A more intensive analytical treatment of the topics covered in EC 151.

*The Department*

**EC 201 Microeconomic Theory (Fall/Spring: 3)**

*Prerequisite:* EC 131 and Calculus

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

*The Department*

**EC 202 Macroeconomic Theory (Fall/Spring: 3)**

*Prerequisite:* EC 132 and Calculus

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

*The Department*

**EC 203 Microeconomic Theory-Honors Level (Fall: 3)**

*Prerequisite:* EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Kristin Butcher*

**EC 204 Macroeconomic Theory-Honors Level (Spring: 3)**

*Prerequisite:* EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Robert Murphy*

**EC 228 Econometric Methods (Fall/Spring: 3)**

*Prerequisites:* Calculus, and EC 151, 155, or 157

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.

*Donald Cox*

*Joseph Quinn*

**EC 229 Economic and Business Forecasting (Spring: 3)**

*Prerequisites:* Calculus and EC 151, 155, or 157

The theory and practice of applied time series analysis will be explored, including the subjects of dynamic modelling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

*Richard McGowan, S.J.*

**EC 230 Industrial and Social Policy (Fall: 3)**

*Prerequisites:* EC 131-132

This course will describe how a firm deals with the elements which compose its external environment. The first part of the course will examine the economic literature on industrial structure. Case studies of various firms will be used to illustrate the basic concepts of industrial organizations. The second part of the course will review the literature of public policy and its impact on economic organizations. In the last part of the course, we will examine the tobacco, alcohol and chemical industries where we can see how the business and public policy processes interact.

*Richard McGowan, S.J.*

**EC 233 History of Economic Thought (Fall/Spring: 3)**

*Prerequisites:* EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.

*Francis McLaughlin*

**EC 234 Economics and Catholic Social Teaching (Fall: 3)**

*Prerequisites:* EC 131-132

**Writing Intensive**

The purpose of this course is to explore questions of economic justice in terms of Catholic social teaching. Our approach will be primarily historical; we will read and reflect on some of the major Church documents to identify important themes in the teaching that apply to the development of economic policy. These themes will be linked to concepts in the history of economic thought and in the field of welfare economics. The extent to which our discussions are expanded to other disciplines will depend on students' backgrounds and interests. The course is organized as a seminar, and all students are expected to participate in class discussions. The course is writing-intensive (journals, short papers, term paper).

Note: The course is particularly suited to students of the Faith, Peace and Justice program, in addition to serving as a regular elective for the Economics major.

*Catherine Schneider*

**EC 246 Economics of Labor Relations (Spring: 3)**

*Prerequisites:* EC 131-132

This course is an introduction to the United States' labor relations system. The emphasis of the course is on the collective bargaining process and the settlement of labor-management disputes. The history of the United States' labor movement and the legal environment within which it functions will also be covered. Comparisons with labor relations systems in other countries will be introduced to clarify features of the United States' system by contrast.

*Francis McLaughlin*

**EC 250 Economics of Medical Care (Spring: 3)**

*Prerequisites:* EC131-132

This course applies microeconomic analysis to the health care delivery and consumption in the U.S. It has the following objectives: (1) to increase your understanding of microeconomic theory, in particular as it is applied to real world problems; (2) to provide you with a good knowledge of the economic aspects and institutions of health care in the US; (3) to offer you practice in the tailoring of general models to fit particular markets and in the synthesization of empirical information and research reports.

*Jaana Muurinen*

**EC 276 The Political Economy of Developing Nations (Fall: 3)**

*Prerequisites:* EC 131-132

**Satisfies Cultural Diversity Core Requirement**

**Non-majors who have taken EC 131 and EC 132 are especially welcome in this course.**

**Economics students who have already taken EC 201 are encouraged to take EC 375 instead of this course.**

Globalization and institutional reform mark contemporary economic growth. This course first focuses on the intensification of international trade and factor flows, then analyzes adjustments to the institutional interaction of states and markets. Within this contemporary framework, the course considers several of the traditional themes of development economics: poverty, inequality, and growth; natural resources and the environment; agriculture and rural organization; migration and urbanization; formal and informal labor markets; and investment in human capital.

*Douglas Marcouiller, S.J.*

**EC 278 Environmental Economics (Spring: 3)**

*Prerequisites:* EC 131-132

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

*Frank Gollop*

**EC 299 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Francis McLaughlin*

**EC 310 Economic Psychology (Spring: 3)**

*Prerequisites:* EC 201-202 (EC 203-204)

Economists have become increasingly interested in the connection between economics and psychology. Insights about human nature that come from psychology can be informative for economic models. This course is a survey of a variety of topics that are at the crossroads between economics and psychology, including: risk and harm avoidance, time preference, mental accounts, manipulative and violent behavior, altruism and reciprocity, the connections between emotions and economic behavior, concern for relative status, and habits and addictions. The course is extremely reading intensive, with a reading load equivalent to, for example, an upper-level history course. It is also writing intensive and a substantial research paper will be required.

*Donald Cox*

**EC 311 Mathematics for Economists (Fall: 3)**

*Prerequisites:* Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

*Catherine Schneider*

**EC 313 Computational Economics (Spring: 3)**

*Prerequisites:* EC 201-202

This course provides an introduction and selective overview of the field of computational economics. Computational tools and techniques are increasingly being used to address complex issues in economic analysis. Students will become familiar with use of the Internet for information retrieval and dissemination, and will use appropriate modeling and visualization tools to address topics in applied micro and macroeconomics and produce and “publish” their findings from a computational research project. No previous computing experience is required.

*Christopher Baum*

**EC 327 Advanced Econometrics (Fall: 3)**

*Prerequisites:* EC 228 or equivalent, calculus and linear algebra

Topics covered: estimation and inference of linear regression models, asymptotic theory, the principle of maximum likelihood, analysis of panel data, time series models, and non-parametric methods.

*Serena Ng*

**EC 338 Law and Economics (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the “performance” of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

*Mary Oates*

**EC 340 Labor Economics (Fall: 3)**

*Prerequisites:* EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis M. McLaughlin*

**EC 349 Economics of Human Resources (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

This course addresses a variety of topics about labor markets, careers, labor-market policy, and family behavior. A sampling of issues explored: earnings prospects of baby-boomers, the superstar phenomenon in the labor market, how school affects workers, immigration policy, protectionism, discrimination, women in the labor market, life-cycle patterns in careers and earnings, motives for private transfers among family members, the economic value of human life, and health and safety policy.

*Donald Cox*

**EC 353 Industrial Organization-Competition and Antitrust (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

*Frank Gollop*

**EC 355 Case Studies in Antitrust Law and Economics (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

The course focuses on principal legal and economic issues in current antitrust law and policy. Students will read leading antitrust cases of the last two decades and commentaries on them. The cases



will be discussed and analyzed in class. The areas of antitrust covered will be price-fixing, monopolization, mergers, unfair competition, and restraints placed on competitors and on dealers or suppliers.

*Frank Gollop*

**EC 361 Monetary Theory and Policy (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

*Hossein Kazemi*

**EC 363 Micro Public Policy Analysis (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

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 each others' papers, present their drafts to the class, and then revise their papers on the basis of the comments received.

*Joseph Quinn*

**EC 364 Monetary and Fiscal Policy (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanism through which monetary policy impacts the real economy and the price level. It will also look at the complexity of monetary policy decision making: the tradeoff between unemployment and inflation, the link between monetary policy tools and nominal GDP, uncertainties about the strength of the economy, and impact of monetary policy changes on the bond and stock market. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years. The discussion will cover the reasons for the large budget deficits during the 1980s and their effect on the economy. The course will conclude with the outlook for entitlement spending and tax reform.

*Alicia Munnell*

**EC 365 Public Finance (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

*Catherine Schneider*

**EC 371 International Trade (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*James Anderson*

**EC 372 International Finance (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Hossein Kazemi*

**EC 373 Economics of Latin America (Fall: 3)**

*Prerequisite:* EC 201 and EC 203

**Satisfies Cultural Diversity Core Requirement**

This course will survey the economic performance and evolution of economic policy in Latin America in the 20th century. We will cover the major problems Latin American economies have faced, including declining competitiveness, stalled industrialization, inflation. We will pay especially close attention to the experience of countries in the region over the last ten years.

*Douglas Marcouiller, S.J.*

**EC 375 Economic Development (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

**Satisfies Cultural Diversity Core Requirement**

Paying close attention to the microeconomic foundations of the arguments, this course offers students who have completed EC 201 a sophisticated treatment of contemporary debates about development policy, touching on macroeconomic stabilization, trade liberalization, privatization, and deregulation. The course deals explicitly with technological change and endogenous growth, with asymmetric information and the structure of factor markets, and with property rights and the exploitation of natural resources. One theme of the course is the impact of different policies on the poor. A second theme is the contribution which development economics has made to the development of economics itself.

*Douglas Marcouiller, S.J.*

**EC 380 Capital Markets (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 151 or EC 157

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

*Harold Petersen*

**EC 392 Economics of Immigration (Fall: 3)**

*Prerequisites:* EC 201 (EC 203) and EC 151 (EC 157)

More immigrants entered the United States during the decades of the 1980's and 1990's than in any comparable period since the turn of the century. Why did this upswing in immigration occur? Who are the new immigrants? Where do they come from and what do they do in the U.S.? Do immigrants hurt the labor market opportunities of native-born workers and drain the U.S. social welfare system? How does U.S. immigration policy affect the number and type of immigrants we receive? What other countries receive immigrants and what kind of immigration policies do these countries have? This course will use theoretical and empirical tools learned in other economics courses to address these questions and more.

*Kristin Butcher*

**EC 393 State and Local Finance (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This course focuses on economic issues facing state and local governments. In the first part of the semester, we will discuss the general framework for providing government services. For the remainder of the semester, we will examine specific revenue and expenditure topics chosen by the class; possible topics are lotteries, property taxes, sales taxes, education, transportation, and regional economic development. EC 365, Public Finance, provides helpful background material but is not required.

*Catherine Schneider*

**EC 435 Capstone: Business as a Calling (Spring: 3)**

*Prerequisites:* EC131-132

**Open to non-majors**

This seminar explores the question of business as a calling, as an activity that yields great personal satisfaction quite apart from the money it brings. Is business a noble activity or is it a rather crass but necessary pursuit? How does the economist's model view business? How is it viewed by society at large? Does a view of business as a calling help us to bridge the spiritual and the temporal? Does it have a positive impact on relationships with family and with community? For an economy to work, do we need moral and political capital as well as economic capital? If so, how do we sustain our moral and political capital, or rebuild it if it is eroding, or develop it where it is missing? Does how we look at business make a difference?

*Harold Petersen*

**EC 497 Senior Honors Research (Fall: 3)**

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

*Robert Murphy*

**EC 498 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* EC 497

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

**EC 601 Scholar of the College (Fall/Spring: 3)**

Required of all seniors seeking a degree with Scholar of the College status.

*Francis McLaughlin*

**Graduate Course Offerings**

**EC 720 Math for Economists (Fall: 3)**

This course consists of two modules: one on linear algebra and the other on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

*Peter Ireland*

*David Belsley*

**EC 740 Microeconomic Theory I (Fall: 3)**

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

*Marvin Kraus*

**EC 741 Microeconomic Theory II (Spring: 4)**

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

*Richard Arnott*

*Hideo Konishi*

**EC 750 Macroeconomic Theory I (Fall: 3)**

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth

model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

*Fabio Schiantarelli*

**EC 751 Macroeconomic Theory II (Spring: 4)**

Microeconomic foundations of nominal rigidities, real rigidities and the labor market, consumption and investment under uncertainty, theories of asset prices, the demand for money and the effect of monetary policy, and dynamic consistency and economic policy.

*Peter Ireland*

*The Department*

**EC 761 Econometrics II (Fall: 3)**

This course covers generalized least squares and simultaneous equations estimators, and provides an introduction to several tools used in applied econometrics. These include time series models, estimators for panel data, and models with limited dependent variables. Exercises are drawn from several large data sets, using a variety of econometric computer software.

*Christopher F. Baum*

**EC 770 Statistics (Fall: 3)**

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.

*Jushan Bai*

**EC 771 Econometrics (Spring: 3)**

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

*Serena Ng*

*Christopher F. Baum*

**EC 803 Advanced Macroeconomic Theory (Fall: 3)**

This course covers selected topics in macroeconomic theory and policy. Topics include research on economic growth and its relationship with human capital accumulation, technological change and diffusion, labor supply and population, national borders, and government policies. Emphasis is given to models used for the analysis of policy issues, including politico-economic models of monetary and fiscal policy.

*Serena Ng*

**EC 821 Time Series Econometrics (Spring: 3)**

*Prerequisite:* EC 761 (or equivalent) and EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

*Jushan Bai*

*Serena Ng*

**EC 822 Cross Section and Panel Econometrics (Spring: 3)**

*Prerequisite:* EC 761 (or equivalent)

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

*Peter Gottschalk*

**EC 827 Econometric Theory I (Fall: 3)**

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.

*David Belsley*

**EC 828 Econometric Theory II (Spring: 3)**

*Prerequisite:* EC 761

This course focuses on estimation and inference in non-linear econometric models. An emphasis will be placed on current theory and methods. Topics covered will include asymptotic theory, quasi-likelihood, least absolute deviations, generalized method of moments, two-step estimators, specification testing, and the bootstrap.

*Arthur Lewbel*

**EC 853 Industrial Organization I (Spring: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi*

**EC 854 Industrial Organization II (Fall: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank M. Gollop*

**EC 861 Monetary Economics I (Fall: 3)**

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

*Peter Ireland*

**EC 862 Monetary Economics II (Spring: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Fabio Schiantarelli*

**EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*James E. Anderson*

**EC 872 International Finance (Spring: 3)**

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

*Robert Murphy*

**EC 875 Political Economy of Trade and Development (Spring: 3)**

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy will also be emphasized.

*James Anderson*

*Douglas Marcouiller, S.J.*

**EC 886 Current Topics in Labor Economics (Spring: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

*Kristin Butcher*

**EC 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

*The Department*

**EC 893 Urban Economics I (Fall: 3)**

This course covers basic urban economic theory-spatial economics, housing, transportation, and local public finance.

*Richard Arnott*

**EC 998 Doctoral Comprehensives (Fall/Spring: 0)**

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

*The Department*

**EC 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**English**

**Faculty**

**Leonard Casper**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

**P. Albert Duhamel**, *Professor Emeritus*; B.A., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

**John McAleer**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

**John Fitzgerald**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

**Joseph A. Appleyard, S.J.**, *Professor and Vice President*; A.B., Boston College; Ph.D., Harvard University

**J. Robert Barth, S.J.**, *Professor and Dean*; Ph.D., Harvard University

**Rosemarie Bodenheimer**, *Professor*; Chairperson of the Department; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Adele M. Dalsimer**, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

**Dayton Haskin**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Paul Lewis**, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Robin R. Lydenberg**, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

**John L. Mahoney**, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

**Kristin Morrison**, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Richard J. Schrader**, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**Judith Wilt**, *Professor*; A.B., Duquesne University; Ph.D., Indiana University

**Henry A. Blackwell**, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Amy Boesky**, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

**Robert L. Chibka**, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Mary Thomas Crane**, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

**Paul C. Doherty**, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Elizabeth Graver**, *Associate Professor*; B.A., Wesleyan University; M.F.A., Washington University

**Carol Hurd Green**, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

**Robert Kern**, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

**Elizabeth Kowaleski-Wallace**, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

**Suzanne M. Matson**, *Associate Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**Philip T. O'Leary**, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**Frances L. Restuccia**, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Laura Tanner**, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

**Laurence Tobin**, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

**Andrew J. Von Henty**, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

**James D. Wallace**, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

**William Youngren**, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

**Raymond G. Biggar**, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

**Rhonda Frederick**, *Assistant Professor*; B.A., M.A., Ph.D., University of Pennsylvania

**James Najarian**, *Assistant Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

**Kalpna Seshandri-Crooks**, *Assistant Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

**Min Song**, *Assistant Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

**Robert Stanton**, *Assistant Professor*; B.A., M.A., Ph.D., University of Toronto

**Kelly Malone**, *Visiting Assistant Professor*; B.A., Providence College; M.A., Ph.D., University of North Carolina at Chapel Hill

**John Anderson**, *Lecturer*; B.S., University of Colorado; M.A., Ph.D., Boston College

**Bonnie K. Rudner**, *Lecturer*; B.A., Rutgers University; M.A., Boston College

#### Departmental Notes

- Administrative Secretary: Patrice Scott, 617-552-3701, patrice.scott@bc.edu
- Department Secretary: Judith Plank, 617-552-8281, judith.plank@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/eng/english.html](http://www.bc.edu/bc_org/avp/cas/eng/english.html)

#### Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

Because critical reading and writing skills are essential to success in many professions, the English major is a valuable preparation for careers in teaching, law, business, journalism, publishing, or communications.

#### Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty.

**EN 010 First Year Writing Seminar**

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

**EN 080-084 Literature Core**

In this part of the Core program students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Core literature courses are designed with separate titles and reading lists in four major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, allow for that dialogue between the past and present we call history, and provide an introduction to literary genres.

**Major Requirements**

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- 1 course in pre-1700 English or American literature
- 2 courses in pre-1900 English or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take Major American Writers I as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the Major American Writers sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized

themes). Each year the Department will offer seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

**Individually Designed Major**

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's Department advisor by the end of the first semester of junior year.

**English Courses for Non-Majors**

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.

**Irish Studies Program**

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Studies or see Professors Dalsimer and O'Neill of the English and History Departments.

**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 12-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Applicants must have received a grade of B+ or better in the First-Year Writing Seminar or have placed out of it. They must submit an 8-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sophomore year, are available in the English office. Interested sophomores are strongly encouraged to register for fall sections of "Introduction to Creative Writing" or "Prose Writing" to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

**Minor in Secondary Education**

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year.

**University of Nijmegen Student Exchange**

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department, faculty and students usually have a fair knowledge of English. Interested students should see Professor Christopher Wilson.

**Honors Program**

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Students who are contemplating a senior thesis are encouraged to take one of the Department's seminars during their junior year. A description of this program is available in the Department office.

**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.

**Graduate Program Description****Master of Arts Program**

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, as well as for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the department's regular offerings; and three must be in the "Introduction to Advanced Research" course (or its equivalent). As an option, students may devote up to six of the required 30 hours of graduate credit to courses of independent study resulting in a longer paper, either critical or creative in nature. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations: a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program; the literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examinations. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades

of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

**Master of Arts Concentration in Irish Literature and Culture**

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish History, Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Adele Dalsimer, Kristin Morrison, and Philip O'Leary. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

**Master of Arts in Teaching**

The Master of Arts in Teaching (M.A.T.) degree is administered through the Graduate School of Education in cooperation with the Department of English. It requires admission to both the Graduate School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. For further information on the M.A.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

**Graduate Assistantships and Teaching Fellowships**

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

**Certificate of Advanced Graduate Study**

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas (such as history, philosophy, classics, modern languages, or art) that may be of particular interest or usefulness to the teacher concerned with developing specialized courses, or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher, whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the late afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses that may be tailored to meet the needs of special students.

#### **Doctor of Philosophy Program**

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

#### **Course Requirements**

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year. An advanced research colloquium is taken in the third or fourth year.

#### **Language Requirement**

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English.

#### **Examinations**

Each student will direct a course of study toward completion of one major and three minor examinations.

A major examination consists of a two-hour oral examination usually on a period or genre.

A minor examination is narrower in scope and normally runs one and one-half hours. It may consist of an oral examination on a reading list, or revision of a paper for publication. Students are encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, field, or genre; a particular theoretical or methodological approach to literary study; or the design of course and preparation of syllabi on the topic covered by the examination.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

#### **Teaching**

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences: in the third and fourth years they will teach one self-designed course each semester—which may include one in the First Year Writing Seminar program, one in

the Literature Core program, one in their own major field, and one that is a repeat of an earlier course. Faculty mentoring and evaluation is a part of every phase of this program.

#### **Dissertation**

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and include a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read, and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's Office.

#### **Graduate Colloquium**

A student committee organizes and schedules graduate colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

#### **Course of Study**

Each student plans and paces an individual course of study in consultation with the Program Advisor. Students should keep the following guidelines in mind (counting each required seminar, or examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year
- 10 units should be completed by the beginning of the third year
- 13 or more units and the language requirement should be completed by the beginning of the fourth year

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the fourth year, even if an examination remains to be passed.

#### **Program in Linguistics**

In the Department of Slavic and Eastern Languages, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective, or to examine the nature of language generally.

#### **Undergraduate Course Offerings**

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

#### **EN 010 First Year Writing Seminar (Fall/Spring: 3)**

The First Year Writing Seminar is a fifteen-student course designed to engage students with writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

*The Department*

**EN 080 Literary Forms (Fall/Spring: 3)**

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of “form.” They include examples of forms from different literary periods, to study their variety and development.

*The Department*

**EN 080.01 Literary Forms (Fall: 3)**

Students will build experience at the creative intellectual and emotional activity of understanding literary texts, with special attention to literary form as both a cognitive and historical grounding for interpretation. We will read fiction, drama and poetry by both British and American authors, from Shakespeare to Marianne Moore, and will examine in depth one specific poetic form, the sonnet. Frequent writing assignments, both formal and informal.

*Elizabeth Bradburn*

**EN 080.02 Literary Forms (Fall: 3)**

*John Anderson*

**EN 080.03 Literary Forms (Fall: 3)**

What lead artists to invent forms of storytelling which subvert the conventional expectations of the reader? Do politics or the private life of the artist generate the most creative ferment? If a work of art departs from conventional norms, can classroom readings recover what was radical or different in the artist's vision? Our major texts will be Shakespeare's *Cymbeline*, Dickens's *Nicholas Nickleby*, Winterson's *Written on the Body* or *The Passion*, and Jarmusch's film *Down By Law*; with secondary readings in poetry and “outsider art” (visual-textual works from the museums of National Vietnam Veterans Art and American Visionary Art).

*Ellen Castle*

**EN 080.05 Literary Forms (Fall: 3)**

*Margherita Cappelli*

**EN 080.06 Literary Forms (Fall: 3)**

The “form” in the title of the course refers immediately to the types of literary genres in the text: drama, fiction, poetry. While the authors choose a certain form as the best mode for their thought and imaginative expression, you, the reader, impose a kind of internal form on what you read. The class will explore some of these approaches, hopefully, connecting author and reader, poem or story and the private/public world of the reader.

*Paul Messer, S. J.*

**EN 081 Literary Themes (Fall/Spring: 3)**

These courses follow a particular “theme” through several genres and historical periods or cultures, focusing especially on elements in the theme which persist, and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

*The Department*

**EN 081.01 Literary Themes (Fall: 3)**

Poets, playwrights, and fiction writers tend to encounter difficulties in representing the human body in literature. This course will examine some of these difficulties. How do pain and pleasure bind characters to their bodies? How and why do bodies disappear from texts, even or especially during moments of pain and pleasure? Can language symbolize the human body? Are some linguistic tricks more effective in this symbolization than others? Is the body symbol, or is it matter? Possible authors include William Shakespeare, Christopher Marlowe, John Donne, Jonathan Swift, Oliver

Goldsmith, Alexander Pope, William Blake, Harriet Jacobs, Emily Bronte, Kate Chopin, Frank Norris, Joseph Conrad, Gertrude Stein, Zora Neale Hurston, Maxine Hong Kingston, and Maria Irene Fornes.

*Maria Brandt*

**EN 081.02, 03 Literary Themes (Fall: 3)**

In this course we will read and discuss novels in which voices from different traditions deal with similar, perhaps universal, themes. The pairings will include such works as: Faulkner's *Sound and the Fury* and Morrison's *Beloved*; Bronte's *Jane Eyre* and Rhys' *Wide Sargasso Sea*; Allende's *House of the Spirits* and Power's *Grass Dancer*.

*Hilda Carey*

**EN 081.04 Literary Themes (Fall: 3)**

*Beth Dacey*

**EN 081.05 Literary Themes: Life's Major Themes (Fall: 3)**

This course will examine significant works in the light of three themes: paying a price for love, grappling with mortality, seeking the divine. Students will read Cather, *O Pioneers!*; Hesse, *Narcissus and Goldmund*; Shakespeare, *Romeo and Juliet*; poetry by John Donne, Andre Marvell, Emily Dickinson, Robert Frost, William Butler Yeats, Elizabeth Barret Browning; short stories by Kate Chopin, Gloria Naylor, John Updike and others.

*Fr. Robert Farrell, S. J.*

**EN 081.06 Literary Themes: Journeys (Fall: 3)**

When is a trip not just a trip? In this course, we will embark on a study of journeys in literature that lead to revelations and self-discovery for the characters as well as ourselves. Texts may include works by Toni Morrison, Shakespeare, and Samuel Beckett, among others.

*Karen Corr*

**EN 081.07 Literary Themes: Visions of Guilt and Innocence (Fall: 3)**

In this course we will explore the themes of guilt and innocence in works of many periods—from the ancient Greeks to the contemporary—and across genres: fiction, plays and poetry. We will explore how writers and characters define or imply moral standings and actions and examine the consequences when certain characters betray those standings. Throughout the semester, we will consider concepts of responsibility, culpability, faithfulness and betrayal. We will also consider standards of guilt and circumstance and the reliability of the teller of the tale.

*Eileen Donovan-Kranz*

**EN 082 Literature and Society (Fall/Spring: 3)**

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how, and whether, to distinguish some of them as “literature.”

*The Department*

**EN 082.01 Literature and Society (Fall: 3)**

From the outside looking in: dominant culture(s) from the perspective of misfits, rebels, prophets, the dispossessed, and dissenters. Texts we'll read and discuss include Shakespeare's *Coriolanus*, Mary Shelley's *Frankenstein*, Toni Morrison's *Sula*,



Russell Bank's *Affliction*, Nabokov's *Lolita*, Jack Kerouac's *On the Road*, John Guare's *Six Degrees of Separation*, and several short stories by Flannery O'Connor.

*Kelly Malone*

**EN 082.02 Literature and Society (Fall: 3)**

*Anne Lugthart*

**EN 082.03 Literature and Society: Crime and Literature (Fall: 3)**

This course will examine literary criminals—their signs, exploits, reformations and retributions. During the semester, we will study selections from the Old Testament, *The Godfather*, Samuel Coleridge, *The Autobiography of Malcolm X*, *Othello* and *Hamlet*.

*Andrea DeFusco*

**EN 082.04 Literature and Society: Desire and the Marketplace (Fall: 3)**

This course will explore constructions of love as part of the interplay between men, women and money within the context of several different urban-mercantile-pre-capitalist and capitalist societies. Narrative strategies, aesthetic-literary concerns and political-economic theories that affect the texts will be examined in-depth. Proposed readings: Flaubert, *Madame Bovary*; Fitzgerald, *The Great Gatsby*; Saikaku, *The Life of an Amorous Woman*; Emecheta, *The Joys of Motherhood*; Dreiser, *Sister Carrie*; and Crane, *Maggie: A Girl of the Streets*.

*George O'Har*

**EN 082.05 Literature and Society (Fall: 3)**

*Susan Roberts*

**EN 082.06 Literature and Society (Fall: 3)**

This course will explore questions of literary form as window on historical events, social and political practices, and personal story. A major focus will be the epistolary form: *The Letters of Abelard and Heloise* (medieval Paris), *The Letters of Madame de Sevigne* (the politics of Louis XIV's court) and Email (an epistolary genre for our times?). Other texts: Shakespeare's sonnets, *Antony and Cleopatra*, Austen's *Pride and Prejudice*, Woolf's *Mrs. Dalloway* and Truffaut's film *400 Blows*.

*Lorraine Liscio*

**EN 083 Literature: Traditions and Countertraditions (Fall/Spring: 3)**

These courses put two "traditions" of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter traditions built around gender, religion, or class are also possible.

*The Department*

**EN 083.01 Literature: Tradition and Countertraditions: How Identities are Made (Fall: 3)**

Writing out of traditions that have been selectively told or intentionally "erased," the writers that we will examine often rely on the ambiguity inherent in definitions of normalcy to "write" themselves and their realities. Our task, then, is to investigate how such writers create and recreate identities out of norms that sometimes ignore them. We will look at how writers from Antigua, Jamaica, Puerto Rico, St. Lucia, Cuba, Haiti, and the United States use their work to understand and interpret definitions of race, gender, and sexuality.

*Rhonda Frederick*

**EN 083.02 Literature: Tradition and Countertradition: American Dream/Nightmare (Fall: 3)**

This class will focus on an exploration of the idea of the American Dream. We will also look at the experience from other points of view, including those whom it has become an American Nightmare. Texts include Franklin, Cooper, Malamud, Morrison, Paula Gunn-Allen.

*Bonnie Rudner*

**EN 083.03 Literature: Traditions and Countertraditions: The Land of the Free: Native American and African-American Stories (Fall: 3)**

What does freedom mean to these two groups of Americans? One roamed free on the land until it was taken from them, while the other was brought to this country to be slaves. How does the loss of freedom affect them and how is this loss reflected in their literature? We will read traditional stories and contemporary ones of Native Americans and African-Americans to understand their culture, their difficulties in America, and their unique literature. Readings will include: traditional tales of both cultures, short stories, Paula Gunn Allen's *Spider Woman's Granddaughters*, Silko's *Ceremony*, a selection of slave narratives, Douglass' *The Life of an American Slave*, and Morrison's *Beloved*.

*Dorothy Miller*

**EN 083.04 Literature: Traditions and Countertraditions (Fall/Spring: 3)**

*The Department*

**EN 083.05 Literature: Traditions and Countertraditions: America at War: Peacemakers, Warriors and Enemies (Fall: 3)**

Are there two sides to every conflict or is it more complex than that? We are often familiar with America's views on her involvement in conflicts but are we also familiar with those labeled as the enemy? Are we aware of the view of the common soldier or only those views voiced by those who speak for the armed forces? And what about the antiwar forces, are they activists or unpatriotic obstructionists? This course will explore many of the conflicts central to the American identity through the fiction and non-fiction surround the major military actions taken by the U. S. We will explore the many points of view around these actions including that of soldier, civilian, politician and peace activist. We'll begin with the European settlement of North America and move through the World Wars and Vietnam.

Works used in the course will include Fussell's *The Norton Book of Modern War*, Silko's *Ceremony*, Houston's *Farewell to Manzanar*, Robert Olen Butler *Good Scent from a Strange Mountain* and excerpts from Deloria's *Custer Died for Your Sins*, Berrigan's *The Lamb's War* and Spiegelman's *Maus*.

*Dacia Gentilella*

**EN 083.06 Literature: Tradition and Countertraditions (Fall: 3)**

*Camille Dungy*

**EN 084 Literatures of the World (Fall/Spring: 3)**

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

*The Department*

**EN 093-094 Introduction to Modern Irish I and II**  
(Fall/Spring: 3)

Cross listed with SL 027-028

See course description in the Slavic and Eastern Languages department.

*Breen O'Conchubhair***EN 097-098 Continuing Modern Irish I and II** (Fall/Spring: 3)

Cross listed with SL 067-068

Continuing course in Modern Irish for those with a basic prior knowledge of the language. Emphasis is on developing the ability to read contemporary literature in all genres. The primary focus of the course is on the Irish of Conamara but other dialects are studied as well, and some attention is given to reading texts in the older Gaelic type and spelling in use through the 1940s.

*Philip O'Leary (Fall)**Breen O'Conchubhair (Spring)***EN 119 The Craft of Writing (For Foreign Students)**

(Fall/Spring: 3)

Cross listed with SL 199

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English.

Techniques for writing effective and correct English prose using an awareness of English grammatical structures along with the concepts of English rhetoric. The development of English vocabulary, paraphrase, and imitative expression through the reading of short expository and literary prose. The opening of creative expression in writing through the reading of poetry. The writing of examination essays and of papers through practical exercises.

*Raymond G. Biggar**Aisha Saïdi***EN 125 Introduction to Feminisms** (Fall/Spring: 3)

Cross listed with HS 148/ SC 225

See course description in the History department.

*Ellen Friedman***EN 131 Studies in Poetry** (Fall/Spring: 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

*The Department***EN 133 Narrative and Interpretation** (Fall/Spring: 3)

This course will acquaint students with critical and/or theoretical approaches to a wide range of narratives—novels, tales, and non-fictional narratives as well as drama, film, and narrative poems. Some sections will emphasize the skills and terminology specific to narrative theory. These closely related aims and activities may of course overlap in any one section. All sections will be writing intensive, offering students the opportunity to write, and get detailed feedback on, five papers.

*The Department***EN 141, 142, 143 Major American Writers I, II, III**

(Fall/Spring: 3)

Students need not take these courses in chronological order.

Major American Writers I, II, and III follow the development of American literature from 1620 to the present. Major American Writers I deals with American literature up to 1865; Major American Writers II with American literature from 1865 to 1914; Major American Writers III with American literature from 1914 to the present.

*Paul Lewis**Matthew Watson**Richard Schrader**James Wallace**Henry Blackwell***EN 161 English Literary History I: Chaucer to Spenser**

(Spring: 3)

Fulfills pre-1700 requirement

This course is designed to provide a strong background in British literature and culture from the late fourteenth through the sixteenth centuries, a period which includes such writers as Chaucer, Malory, More, Wyatt, Sidney, Spenser, and Shakespeare. The course will address issues of intellectual, political, and social history crucial to understanding the literature of the period, and will include slides and other culturally relevant materials as well as literary concepts necessary for reading the assigned works.

*Mary Crane***EN 162 English Literary History II: Donne to Dryden** (Fall: 3)*Kelly Malone***EN 163 English Literary History III: Pope to Keats** (Spring: 3)

Fulfills the pre-1900 requirement

*John Anderson***EN 164 English Literary History IV: Tennyson to Eliot** (Fall: 3)

In this course we will study the literary production of the nineteenth and early twentieth centuries. Among the topics we will cover will be changing expectations about literature's purpose, the role of literary inheritance, and the transition between Victorian and modernist literary ideals. We'll pay special attention to literary and social changes wrought by the First World War. Our texts will include poetry by Tennyson, the Brownings, the Rossettis, Yeats, Owen, Sassoon, and T.S. Eliot, criticism by Matthew Arnold, John Ruskin, and Virginia Woolf, and fiction by Elizabeth Gaskell, D.H. Lawrence, and Woolf.

*James Najarian***EN 199 Introduction to Caribbean Writers** (Fall: 3)

Satisfies Cultural Diversity Requirement

A tourist's vision of the Caribbean—abundant with images of paradise, rest, and relaxation—often does not register the diversity and complexity of the region. In this context, therefore, the Caribbean is both “known” and “unknown.” Our work for this course, then, is to compare and contrast versions of the region by examining tourist and literary discourses. We will examine the region's complexities through its literatures (fiction, non-fiction, film, poetry); specifically, we will look at issues of history, gender, geography/nation, sexuality, and culture.

*Rhonda Frederick***EN 201 Versions in Black: Black Women's Writing** (Spring: 3)

The phrase “Black Women's Writing” implies that such writing is a fixed, if not homogeneous, “thing” that can be neatly defined and represented. Our course constitutes itself *against* this idea. In other words, rather than experiencing writing by Black women as an easily definable body of work, we seek to represent “Black Women's Writing” as diverse, complicated, and sometimes contradictory. Reading, discussing, and writing about these works will encourage us to re-examine notions of “blackness,” gender, sexuality, community, and history. Additionally, we will examine the varied genres black women writers use to articulate their experiences. Required readings come from the fields of science fiction/fantasy, detective, and prose novels, short stories, drama, poetry, and autobiography/memoir.

*Rhonda Frederick*

**EN 221 Introduction to Creative Writing (Fall/Spring: 3)**

A writing course designed to familiarize students with creative forms. This work will evolve from both open and directed writing assignments, which will form the primary text for the course. Classes will be structured according to a workshop format.

*The Department*

**EN 230 Literature and Social Change (Spring: 3)**

This course will examine the possibility of using literature as a force of social change in the twentieth century. We will explore the way in which literary worlds reflect, transform or revise contemporary attitudes toward poverty, violence against women and AIDS. Texts may include novels such as *Gifts of the Body* and *The Book of Ruth*, short fiction by Sontag, Naylor and Selby, poetry by Mark Doty, memoirs such as *Angela's Ashes* and *Heaven's Coast*, as well as several examples of social criticism in contemporary photography and film.

*Laura Tanner*

**EN 237 Children's Literature: Folk and Fairy Tale (Fall: 3)**

This course will examine the history of the folk and fairy tale. We will consider its ancientness, as well as its contemporary relevance. Texts will include the classics: Grimm Brothers, Perrault—as well as the modern artists Disney, Carter, Anderson, Tanith Ree.

*Bonnie Rudner*

**EN 238 Medieval Women Writers (Fall: 3)**

Despite the many obstacles facing female writers in the Middle Ages, women did produce a significant number and range of texts. This course will consider writing in many genres, such as poems written in a female voice (from the female troubadours to the sixteenth century), letters of (Anglo-Saxon nuns on the Continent, of Heloise to Abelard, of the powerful Paston women), spiritual biographies (the redoubtable Christina of Markyate), medical texts for women (Trotula), political and utopian works (Christine de Pisan), and many mystical and visionary texts (Hildegard of Bingen, Bridget of Sweden, Margery Kempe, Julian of Norwich).

*Robert Stanton*

**EN 246 Introduction to Asian American Literature (Fall: 3)**  
Satisfies Cultural Diversity Core Requirement

This course examines fiction by and about Asian Americans dating back to the early stages of Asian immigration to the United States (1850 to the Second World War), through the activist turmoil of the sixties and seventies, and ending up at the present emphasis on coalitional, fluid thinking. Does a common thread connect these fictions despite the fact that they are being written by a diverse range of people, and are collectively contained neither by time or place? Probable readings include Bienvenido Santos, Hisaye Yamamoto, Maxine Hong Kingston, Bharati Mukherjee, and Chang-rae Lee.

*Min Song*

**EN 258 Chaucer: The Canterbury Tales (Fall: 3)**

A close and critical reading of most of Chaucer's *Canterbury Tales*, exploring his innovative exploitation of genre and other expectations to create an unsimplistic, humane view of the human comedy. A variety of critical approaches to the work will be considered. We shall also read Chaucer's *Troilus and Criseyde* for purposes of comparison. No previous knowledge of Middle English language or literature is assumed.

*Raymond Biggar*

**EN 283 Irish Women Novelists (Spring: 3)**

A study of fiction by Irish women writers from 1800 to the present, including Maria Edgeworth, Somerville and Ross, M. J. Farrell (Molly Keane), Kate O'Brien, Edna O'Brien, Jennifer Johnston, Julia O'Faolain, and Mary Beckett—as available.

*Kirstin Morrison*

**EN 303 Tolstoy and Dostoevsky (Fall: 3)**

Cross listed with SL 205

See course description in the Slavic and Eastern Languages department.

*Maxim Shrayer*

**EN 307 History of the English Language (Spring: 3)**

A survey of the changes through history of the English language, and of the people who spoke it, at various crucial points in history (internal and external history), with an attempt to understand how changes in a language reflect important changes in the culture and society of speakers of the language (notice current masculine-feminine confusion in pronouns.) A systematic method of looking at describing a sample language—past, present, or future—will evolve. An interest in language, words, and history on the student's part would be helpful.

*Raymond Biggar*

**EN 309 James Joyce (Fall: 3)**

The central text will be *Ulysses*. We will also read *Dubliners* and *A Portrait of the Artist as a Young Man* and *Finnegans Wake*.

*Paul Doherty*

**EN 310 Shakespeare (Fall: 3)**

An introduction to the earlier plays of Shakespeare, including *Love's Labour's Lost*, *The Comedy of Errors*, *A Midsummer Night's Dream*, *Richard III*, *Romeo and Juliet*, *The Merchant of Venice*, *The Taming of the Shrew*, *Much Ado About Nothing*, *As You Like It*, and *Twelfth Night*.

*Amy Boesky*

**EN 311 Twentieth Century Metafiction (Spring: 3)**

Coined to describe a mode of anti-realism in novels, "metafiction" as used in this course will apply to works in various genres which draw attention to their own mechanics and conventions in order to ask questions about representation and reality. Although such self-consciousness is by no means exclusively a feature of contemporary literature, we will ask why it seems to be particularly common in twentieth century works, from "avant-garde" literature to film, television and advertising. We will discuss novels such as Flann O'Brien's *At Swim-Two-Birds*, Ishmael Reed's *Mumbo Jumbo*, and Vonnegut's *Breakfast of Champions*, as well as the plays *Six Characters in Search of an Author* by Pirandello and Stoppard's *The Real Inspector Hound*. Visual media will include Woody Allen's *The Purple Rose of Cairo* along with student suggestions.

*Rich Murphy*

**EN 313 Rags and Riches: Poverty and Wealth in Eighteenth-Century England (Spring: 3)**

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?

*Beth Kowaleski Wallace*

**EN 315 Chaucer and his Contemporaries (Spring: 3)**

This course, using modern English or early modern English versions, focuses on Chaucer and the three other best medieval writers of the second half of the sixteenth century, along with Malory, the earliest (fifteenth century) master of English prose narrative. Through close readings of these writers, and supplemental discussion of the cultural, social, religious and intellectual background of

this period, we shall explore the special medieval artistry, the intrigues and challenges of Chaucer, Gower the Gawain-poet, Langland, and Malory. No previous knowledge of Middle English or of medieval literature is required as the emphasis is entirely literary, not linguistic.

*Raymond Biggar*

**EN 318 Nineteenth Century American Poets (Spring: 3)**

A study of the four major canonical figures of nineteenth century American poetry—Emerson, Poe, Whitman, and Dickinson—with briefer consideration of such “fireside” poets as Bryant and Longfellow.

*Robert Kern*

**EN 322 Modern Arthurian Literature (Fall: 3)**

The course will survey a number of modern works connected with the Matter of Britain and the stories of King Arthur and his knights. The authors include Malory, Tennyson, Twain, Edwin Arlington Robinson, T. H. White, Charles Williams, Mary Stewart and C. J. Cherryh.

*Richard Schrader*

**EN 325 Nineteenth Century English and Irish Women Writers (Fall: 3)**

This course explores the relationship between 19th century English and Irish women writers and their novels. We will consider how these women authors’ texts meet and diverge on issues of class, gender, politics, and colonialism. Works considered will include Emily Brontë’s *Wuthering Heights*; Jane Austen’s *Mansfield Park*; Maria Edgeworth’s *Castle Rackrent*; Somerville and Ross’s *The Real Charlotte*; Emily Lawless’s *Hurricane*, and Charlotte Brontë’s *Jane Eyre*.

*Kathleen Costello Sullivan*

**EN 326 Shakespeare I: Comedies and Histories (Fall: 3)**

**Fulfills the pre-1700 requirement**

A study of selected plays from the canon. The course will trace the development in comedy of Shakespeare and much upon Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for intensive analysis are the following: *Love’s Labour Lost*, *A Midsummer Night’s Dream*, *The Tempest*, and *Richard II*.

*Joseph Longo*

**EN 327 Shakespeare II: Tragedies (Spring: 3)**

**Fulfills the pre-1700 requirement**

A study of the canon from 1600-1610. The focus will be Shakespeare’s examination of tragedy—its protagonist, experience, ideas, etc., and the probability of its resolution. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *King Lear*, *Othello*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays.

*Joseph Longo*

**EN 332 Literary Biography (Fall: 3)**

Literary biography examined as that art form which Sir Harold Nicholson called “the most delicate and humane of all branches of writing.” Subjects will include Doyle, Dreiser, Dickinson, Emerson, Stout, Austen, Hemingway, Sayers, Frost, Wharton, Hawthorne and Ellis Peters.

*John McAleer*

**EN 336 Science Fiction: Futures Past (Fall: 3)**

A “millennium special,” this course will look back over the 20th century’s attempt to envision itself and its futures through the popular culture genre of science fiction. Opening conversations about books like Mary Shelley’s *The Last Man* and Olaf Stapledon’s *Last and First Men* will raise the question whether humankind has a future: other books will stage debates about future love and gender, war and social order, the meaning of the concepts of “science,” “history” and indeed of “humankind” itself.

*Judith Wilt*

**EN 337 Toni Morrison and African-American Culture (Fall: 3)**

The novels of Toni Morrison explore a vast variety of the cultural and historical concerns and preoccupations of African-Americans and their literature. In this course, we will read all seven of Toni Morrison’s novels and her non-fiction, literary criticism, *Playing in The Dark*. We will use Morrison to explore some of the major thematic concerns that continually arise in African-American culture and literature.

Through Morrison’s texts, we will examine themes sure as the following: the effects of white culture on black identity (*The Bluest Eye*); the traumatic place of slavery in African-American culture (*Beloved*); the coping power of the imagination and fantastic realities (*Song of Solomon*); the role of Black women within a “white patriarchal society” (*Sula*); the internal dynamics of racial interactions between white and Black Americans as opposed to whites and Blacks from other places, like the Caribbean (*Tar Baby*); the way Black experience and culture is expressed in the aesthetics of music (*Jazz*).

*Sheldon George*

**EN 338 Contemporary North American Short Story (Fall: 3)**

In this course, we will read a range of contemporary short fiction by American and Canadian writers, as well as critical essays on these writers and their work, and essays on craft by the writers themselves. We will begin the semester by reading a wide variety of stories from the traditional to the experimental. For the second half of the term, we will narrow our focus, reading entire collections by Alice Munro, Donald Barthelme, John Edgar Wideman, and Lorrie Moore.

*Elizabeth Graver*

**EN 351 British Romantic Poetry (Fall: 3)**

**Fulfills the pre-1900 requirement**

Studies in the poetry and literary theory of Wordsworth, Coleridge, Byron, Shelley, and Keats. We will also attend to the work of several women writers, notably Charlotte Smith, Anna Barbauld, and Felicia Hemans. The course will also focus on the best traditional criticism of the Romantics as well as important critical perspectives offered by Formalism, Feminism, and New Historicism.

*John Mahoney*

**EN 352 Women in the Avant Garde (Spring: 3)**

The avant-garde is often perceived as a predominantly white domain, its female practitioners reduced to companion or Muse, or socially marginalized by race, sexual orientation, or “madness.” We will examine the construction of the concept “woman” in the male avant-garde, but our main focus will be on a selection of avant-garde works by women in poetry, prose narrative, critical manifesto, painting, photography and performance art.

*Robin Lydenberg*

**EN 356 Nineteenth Century Literary Protest (Spring: 3)**

**Fulfills the pre-1900 requirement.**

Victorian poetry, fiction, and prose protests nineteenth-century social differences in ways that descend from late Eighteenth-century and Romantic literary models. In this course, we will look at

Romantic and Victorian responses to slavery, women's place, education, and poverty. We will examine how the social and poetic solutions of Wollstonecraft, Wordsworth and Shelley are re-examined, questioned, and elaborated by writers later in the century.

*James Najarian*

**EN 361 Crime Stories (Fall: 3)**

This course will attempt to bring together insights from narrative theory, the contemporary sociology of crime, and the history of American journalism in order to explore how literary and mass cultural stories have shaped modern readers' cultural understandings of class, race, ethnicity and urban social disorder. In essence, the course will ask students to explore the narrative forms—within literature, popular culture, and modern media—conventionally used to represent the most senseless of violations of a community's fabric.

*Christopher Wilson*

**EN 364 Nineteenth Century British Fiction (Spring: 3)**

**Fulfills the pre-1900 requirement**

A course emphasizing developments of the novel in the 19th century. We will both follow classic themes like romantic energy and the shaping (both formal and historical) of social realism, and ask newer questions about role and psychic formation, national-establishing frameworks for concepts of psychic formation, national-making and empire, gender roles, racial and class categories, education and progress, and the meaning of reading/writing itself. Readings will include Walter Scott's *Ivanhoe* and Jane Austen's *Emma*, Emily Bronte's *Wuthering Heights* and Wilkie Collins's *The Moonstone*, Charles Dickens's *Bleak House* and George Eliot's *Daniel Deronda*, Olive Schreiner's *The Story of an African Farm* and H. G. Wells's *The Time Traveler*.

*Judith Wilt*

**EN 371 American Studies Seminar: Ethnicity and Immigration (Spring: 3)**

This course examines how widespread anxiety about immigration affects ethnic minorities. We start with a concentration on Asian Americans because this group is often perceived as immigrants who are simultaneously on their way to becoming assimilated into mainstream American culture and foreign threats who might undermine the stability of American society. This contradictory way of thinking about Asian Americans (and by extensions others) have played themselves out in sensational events like the Los Angeles riots and the campaign finance scandal, and thus provides us with a starting place for thinking about why Americans have so much trouble maintaining a consistent attitude toward immigration and immigrants. Readings include novels and critical essays, as well as a small number of films. Some screenings take place outside of class.

*Min Song*

**EN 388 Autobiography (Spring: 3)**

This is a course for students who are interested in thinking about some of the issues and possibilities raised by the writing of first-person retrospective narrative. How can the narrating "I" define itself? What idea of the self is created in the relationship between the narrating "I" and the character "I"? What are the contributions of memory and invention in autobiography? Do autobiography and fiction tell different kinds of truth? Readings will include 19th and 20th century texts, probably by Charles Dickens, Edmund Gosse, Jean-Paul Sartre, Vladimir Nabokov, Mary McCarthy, Richard Rodriguez.

*Rosemarie Bodenheimer*

**EN 389 Twentieth Century American Fiction: American Dreams (Spring: 3)**

This course will focus on the way in which twentieth century American fiction exposes the social and economic bases of the American dream. How do literal and metaphorical notions of buying and selling relate to the construction of individual and collective American identities? What is the relationship between images and objects in the texts we will study? How do women and people of color "buy into" America's cultural mythology? Texts may include novels such as *Sister Carrie*, *The Great Gatsby*, *The Day of the Locust* and *Beloved*, as well as short fiction by Dorothy West, Tim O'Brien, Bharati Mukherjee and others.

*Laura Tanner*

**EN 401 Cross-Cultural American Literature (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**

As part of America's developing recognition that its national strength grows from cultural diversity rather than uniformity, four groups of quest narratives are studied. Fictions by Asian-Americans, African-Americans, Hispanics and Native Americans are treated as responses to historical challenges; as searches for self-determined ethnic identity, after years of slavery or colonial oppression, of reduction to life on mock "reservations," and after subordination to roles as insignificant minorities. Authors include Erdrich, Morrison, Tan, Garcia, Cisneros and others.

*Leonard Casper*

**EN 404 Literary Boston (Spring: 3)**

"Boston" said Van Wyck Brooks, "has contributed more to world culture than some empires." The cultural ascendancy of Boston studied in the works of Emerson, Thoreau, James, Marquand, O'Connor, Howells, The Lowells, Beston, Langton, and Lehane.

*John McAleer*

**EN 405 Ireland's Islands, Real and Imaginary (Fall: 3)**

This course will examine narratives in which Irish authors tell stories about islands associated in some way with Ireland. Readings will include mythic tales (e.g., *The Voyage of St. Brendan*; *The Voyage of Mael Duin*), Blasket and Aran Island memoirs (e.g., *The Islandman*; *Twenty Years A-Growing*; *Man of Aran*), novels and short stories (by authors such as Emily Lawless, Liam O'Flaherty, Michael McLaverty, Bernard MacLaverty; as well as some recent Irish language authors in translation, such as Dara O'Conaola. These readings will be supplemented with other materials of various kinds (archeological, geographical, historical, cultural).

*Kristin Morrison*

**EN 409 Literature and Beliefs (Spring: 3)**

This course studies intentions, motives and beliefs of characters, authors, audiences and genres as they struggle toward enlightened understanding and a sense of responsibility. Texts such as Dante's *Inferno* and *Crime and Punishment* may be read side by side with modern American novels and short stories by writers such as Hemingway, Faulkner, Joyce Carol Oates, Richard Wright, Toni Morrison, Raymond Carver and Flannery O'Connor.

*Henry A. Blackwell*

**EN 410 American Fiction to 1860 (Fall: 3)**

This course follows the development of American fiction from 1790 to 1860 in the work of such writers as Hannah Foster, Charles Brockden Brown, Edgar Allan Poe, Catharine Sedgwick, Nathaniel Hawthorne, Harriet Beecher Stowe, and Herman Melville.

*Paul Lewis*

**EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)  
Formerly Prose Writing**

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 Writing Workshop builds on the work of the First-Year Writing Seminar and hones 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. Weekly essays, which can be persuasive, analytical, lyrical, reflective, and/or whimsical, are critiqued in weekly conferences and workshops. Open to majors and non-majors; enrollment limited to 15.

*The Department*

**EN 414 African Fiction and Film (Fall: 3)**

The goal of this course is to incite appreciation of the great diversity and antiquity of African cultures and histories through a selected reading of novels, plays, and poetry. Such appreciation will be impossible without a careful analysis of why and how Africa is represented as a homogenous unity in the West. We will re-examine the assumptions made by such representations by reading cultural critics such as Anthony Appiah and V.Y. Mudimbe. We will take up issues pertaining to colonialism, the imposition of western learning, the attempt to recover and preserve one's native cultures, and the problems that "Africa" poses for our understanding. We will also pay attention to the voluminous output of African cinema and study some film texts held in our media library.

*Kalpana Seshadri-Crooks*

**EN 417 Short Fiction of Africa, Asia and the Caribbean (Spring: 3)**

This course introduces students to major writers in English from India and the Caribbean. We will focus on how these authors use the English language to translate their particular world views through the use of folk lore and mythology. Some questions that we will take up are: How "English" is their English? Are they writing in a whole new language, or is it their transformation of English a deliberate strategy? If so to what end? Many of these pieces will seem equally intimate and familiar. Analyzing our reactions will reveal a lot about how we construe cultural difference, and the function that literature plays in the process. We will read some folklore from Africa and India and also works by writers such as Amos Tutola, Bessie Head, V. S. Naipaul, Jamaica Kincaid, and Salman Rushdie.

*Kalpana Seshadri-Crooks*

**EN 418 Introduction to Afro-American Literature (Fall: 3)**

**Cross listed with BK 106**

See course description in the Black Studies department.

*Joyce Hope Scott*

**EN 430 Literature and Journalism in America (Spring: 3)**

This course will focus on the interaction between imaginative literary forms and nonfictional news reporting from the late 19th century to the present. Our main focus will be crime reporting and foreign correspondence (from the Civil War to Vietnam and El Salvador), with forays into the new journalism and current news criticism. Authors covered will include Robert Sam Anson, Stephen Crane, Jacob Riis, Joan Didion, Michael Herr, John Reed, and others.

*Christopher Wilson*

**EN 431 Contemporary American Poetry (Spring: 3)**

Readings in recent American poetry will attention to the diversity of formal method, style, theme, and theoretical framing which characterizes contemporary poetry. We will read from Ashbery, Rich, Merwin, Merrill, Olds, Gluck, C. K. Williams, and others.

*Suzanne Matson*

**EN 432 Literature and Society of the 1920s (Spring: 3)**

Taking its themes from the literary and social criticism of H. L. Mencken, the course examines the "carnival of buncombe" in which he lived. Among his interests were the changing South, the emancipated woman, and the American language, subjects that brought forth some of his best and most humorous writing. The other authors (many of whom he championed) include Willa Cather, Theodore Dreiser, Sinclair Lewis, F. Scott Fitzgerald, Frances Newman, Anita Loos, Ring Lardner, and Elmer Rice.

*Richard Schrader*

**EN 439 Literary Conquest of the Americas (Spring: 3)**

The course examines the clash throughout the Americas between indigenous cultures striving to preserve their oral traditions and invasive cultures bearing the weapon of the written word. We commence by considering some of the differences between the storytelling of primary oral cultures and what we are used to, proceed through the study of Amerindian mythologies and histories of conquest and conclude with twentieth-century incorporations of oral tradition in prose fiction written by and about indigenous Americans.

*Andrew Von Hendy*

**EN 448 Literature of Spiritual Quest (Spring: 3)**

A course designed to explore literary works in connection with the theme of the spiritual quest. The purpose of the course is (1) to enrich the reading of classical literary works by exploring their spiritual dimensions, (2) to promote spiritual exploration by means of literary works. Some of the texts used are: Ety Hillesum, *An Interrupted Life*, Dostoyevsky, *The Brothers Karamazov*, Flannery O'Connor, *Complete Stories*, screenplays by Andre Gregory, Mike Leigh, Ingmar Bergman and others, poems by T. S. Eliot, Robert Frost, Wallace Stevens, William Butler Yeats; additional stories by Raymond Carver and Sandra Cisneros; and many other works.

*Dennis Taylor*

**EN 474 Black Women Writers (Spring: 3)**

**Cross listed with BK 216**

See course description in the Black Studies department.

*The Department*

**EN 475 Spenser (Fall: 3)**

This course will cover selected works by Edmund Spenser, one of England's greatest writers during the reign of Queen Elizabeth I. Ranging from his early *Shepherd's Calendar*, to his sonnets, his marriage poems, his *View of the Present State of Ireland*, and his epic poem, *The Faerie Queene*, we will read Spenser's works in light of their various literary, cultural, and intellectual contexts. These contexts will include historical writing, portraits of Queen Elizabeth I, and some works by such contemporaries as Sir Philip Sidney and William Shakespeare.

*Mary Crane*

**EN 478 Poe and the Gothic (Spring: 3)**

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. We will focus on Poe's use of and contributions to an evolving tradition by examining the connections between Poe's ambiguous approach to mystery

and the varied treatments of the supernatural in early Gothic fiction, between Poe's psychological probing and the extreme mental states of horror fiction, and between self-conscious humor and the mock-Gothic. In addition to Poe, we will read representative works by writers such as Horace Walpole, Ann Radcliffe, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H. P. Lovecraft, Stephen King, and Anne Rice.

*Paul Lewis*

**EN 481 Woolf and Hemingway (Spring: 3)**

Writing at the same time, living lives of great achievement punctuated by episodes of madness and success culminating in suicide, embodying revolutions in literary style, Virginia Woolf and Ernest Hemingway defined and dramatized the dilemmas of modernist manhood and womanhood in their lives and works perhaps more memorably than any figures of the twentieth century. Contrasts between the two leap first to the eye, but we will find some startling and fertile comparisons as well. Readings will include: Hemingway's *In Our Time*, *The Sun Also Rises*, *A Moveable Feast*, *The Gates of Eden*, and Woolf's *The Voyage Out*, *Mrs. Dalloway*, *A Room of One's Own*, *The Waves*.

*Judith Wilt*

**EN 482 African-American Writers (Fall: 3)**

**Cross listed with BK 410**

**Satisfies Cultural Diversity Core Requirement**

This course is a study of classical and non-canonical texts of African-American literature. Works by Terry, Wheatley, Dunbar, Toomer, Wright, Ellison, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Joel Chandler Harris and others may be used to provide comparisons of African-American and American traditions.

*Henry A. Blackwell*

**EN 483 Contemporary African-American Narrative (Spring: 3)**

**Cross listed with BK 411**

**Satisfies Cultural Diversity Core Requirement**

This course is the sequel to EN 482 featuring African-American fiction and autobiography since 1975 by writers such as Toni Morrison, Gloria Naylor, Alice Walker, J. California Cooper, Rita Dove, Toni Cade Mabmarra, Charles Johnson, and John Wideman.

*Henry Blackwell*

**EN 487 American Modernisms (Fall: 3)**

This course will explore the narrative and poetic strategies that modern American writers develop to speak the chaos of the fragmented world. As we explore the role of literature in picking up the pieces of American life after the First World War, we will focus on the way in which modern poets and novelists come to view language. How do modern American writers perceive and manipulate the words and forms that are the most basic tools of their trade? How do they respond to the problem of forging a link between language and experience? How do issues of race, ethnicity and gender complicate acts of narrative and poetic representation? Texts will include poetry representations by Williams, Eliot, Stevens and Hughes, as well as fiction by Hemingway, Faulkner, Larsen and Wright.

*Laura Tanner*

**EN 502 Abbey Theatre Summer Workshop (Summer: 3)**

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of

Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1.

*Philip T. O'Leary*

**EN 507 Twentieth Century Irish Fiction (Spring: 3)**

This course comprises a study of long and short fiction by a variety of important Irish writers (excluding Joyce): John Banville, Samuel Beckett, M. J. Farrell (Molly Keane), Michael McLaverty, Flann O'Brien, Peadar O'Donnell, Kate O'Brien, William Trevor, and others.

*Kristin Morrison*

**EN 520 Topics in Theory (Spring: 3)**

This is an introductory course designed to familiarize undergraduates with some aspects of critical theory. The course will be organized as a comprehensive survey of critical schools; instead, we will explore several specific topic (such as advertising, or representations of the maternal) as they are treated by critics, working in a variety of theoretical modes including Marxist, feminist, psychoanalytic, deconstructionist, and cultural criticism.

*Robin Lydenberg*

**EN 529 Shakespeare: Later Plays (Spring: 3)**

In this course we will read a selection of Shakespeare's Jacobean plays. The syllabus is likely to include plays selected from among his tragedies and romances including the following: *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *The Winter's Tale*, and *The Tempest*.

*Mary Crane*

**EN 530 Icons and Images of Ireland (Spring: 3)**

Through an interdisciplinary examination of both visual and written texts, students will examine the major national icons of Ireland—Mother Ireland and the Virgin Mary, ancient Celtic heroes, the Anglo-Irish Big House and the peasant cottage, the western country people, "Paddy" in nineteenth-century England and America. We will screen several films, view slides of wall murals, cartoons and works of art, read text by major writers such as W. B. Yeats, J. M. Synge, Somerville and Ross, Anne Devlin, Evan Boland. In order to understand the context for the verbal and visual images we examine, we will also look at selections from historical and social analyses of Ireland.

*Adele Dalsimer*

**EN 533 British Novels of the 18th Century (Fall: 3)**

**Fulfills the pre-1900 requirement.**

What does it mean when people talk about the "rise of the novel" in the eighteenth century? And what does the "rise of the novel" have to do with other things that rise concurrently: literacy rates, the middle class, women writing? In this course we will explore these questions, among others, by placing six eighteenth century novels in the context of both literary and social history: *Robinson Crusoe* and *Moll Flanders* by Daniel Defoe; Henry Fielding's *Joseph Andrews*, Samuel Richardson's *Clarissa* (in abridged form), Lawrence Sterne's *Tristram Shandy*, and Frances Burney's *Evelina*.

*Kelly Malone*

**EN 551 Contemporary Literary and Cultural Theory (Fall: 3)**

Students of this course will read major texts within psychoanalytic theory as well as gender/queer theory and post-colonial theory (both of which will have a psychoanalytic slant). At least one Marxist theoretical piece will be included; and Foucault will play a heavy role at the end of the semester. This course presents material and provides a challenge especially appropriate to undergraduates thinking about graduate school as well as to students writing a thesis in their senior year or considering entry into the English department honors pro-

gram. It also tends to enable students to approach texts in other courses, and in general, with a sharpened awareness of their methodological approach.

*Frances Restuccia*

**EN 554 Form and Theory of Nonfiction (Fall: 3)**

This is a course on the reading and writing of creative nonfiction. Since we will focus primarily on questions of genre, we will read various forms of creative nonfiction—memoir, immersion journalism, travel writing, personal criticism, segmented essays, prose poems—against examples of traditional journalism on the one hand and narrative fiction on the other. We will start with Thoreau, Freud, and Woolf, move on to the New Journalists (e.g., Capote, Didion, Wolfe, Thompson), and end up with contemporary writers such as Krakauer, Malcolm, Hornby, and Slater.

*Lad Tobin*

**EN 563 Romantic and Gothic Novel (Spring: 3)**

Although a standard list of great novels from the period might well be restricted to Jane Austen, the late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, including the emergence of the Gothic, the historical novel, the psychological novel, and the ideological or propaganda novel. It also produced a number of strange, challenging, brilliant works that far too many readers simply miss. Concentrating on works by Walpole, Lewis, Radcliffe, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Peacock, and Mary Shelley, we will consider the novel from several critical perspectives, including those of literary history, social history, politics and ideology, feminism and psychoanalysis.

*Alan Richardson*

**EN 565 Seminar: The Role of Oral Tradition in World Literature (Spring: 3)**

The first part of the seminar will commence with an examination of differences (illustrated by Amerindian mythologies) between the storytelling of primary oral cultures and what we've used to, and then examine some concretions of oral tradition in sacred books of Ancient China, Israel and Greece. The second part will leap to the present to examine the current struggle of representative Native American, Caribbean, Latin American and African writers to preserve indigenous oral tradition, as both the best means of defence and the one of the most important things to be defended, against the homogenizing power of transnational capitalism.

*Andrew Von Hendy*

**EN 577 Writing Workshop: Poetry (Fall: 3)**

In this course, students will explore the demand of the poetic form by reading, writing and revising poems. Exercises will be used to prompt poems, but students will also generate their own subjects and form. Largely a workshop format, student poems will be openly discussed with depth and discernment.

*Andrew Von Hendy*

**EN 579 Writing Workshop: Fiction (Fall/Spring: 3)**

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since student stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

*Robert Chibka*

**EN 583 Advanced Nonfiction Workshop: Travel and Place (Fall: 3)**

This workshop will explore the connections between autobiography and travel writing, identity and place. Drawing on their own experiences of places they have lived or visited, students will write several short essays and then two longer pieces. Enrollment is limited to 15. Admission is by permission of the instructor only.

*George O'Har*

**EN 584 Advanced Nonfiction Workshop: Reviewing the Culture (Fall: 3)**

This intensive workshop will focus on learning how to write criticism, primarily of music, film, food, and television. Studying the work of Michael Arlen, Anthony Lane, and Robert Christgau (among others), the class will stress writing with authority and with a mind toward critiquing the larger culture from which popular and high art springs. Students will write at least six reviews over the term; these will be discussed both in conference and a class workshop setting. A passion for the language, and for thoughtful ranting, is considered essential. Enrollment will be limited to 15.

*Steven Almond*

**EN 586 Advanced Nonfiction Workshop: Argument (Spring: 3)**

Argument drives the worlds of law and the sciences, journalism and politics, theology and business. In this workshop, students will read persuasive nonfiction in a range of media and focus on writing arguments with understanding, clarity and power. Paying particular attention to argumentative structures and audiences, we will read works on methods and forms of persuasion and study arguments drawn from history, literature, the press, politics and law. Students will be expected to write regularly throughout the semester in a variety of forms (for instance, political commentary, sermons, letters to the editor, forensic/legal oratory, position papers, and researched arguments) that will to some extent be determined by their interests. Enrollment will be limited to 15.

*Andrea De Fusco*

**EN 587 Advanced Nonfiction Workshop: Memoir and Autobiography (Spring: 3)**

This workshop will focus on the craft of shaping lived experiences into artful narratives, emphasizing the development of each student's authentic, personal voice. Guided by our reading of contemporary memoirists (e.g., Tobias Wolff, Bernard Cooper, Mary Karr), we will examine the differences between fact and truth in autobiography, and test the boundaries of invented memory. Particular attention will be paid to memoirs of childhood and family. With the aid of intensive peer critiques, students will be expected to complete and polish several personal essays with the goal of publication. Enrollment is limited to 15.

*Michael Lowenthal*

**EN 593 Advanced Colloquium in Women's Studies (Spring: 3)**

*Beth Kowaleski-Wallace*

**EN 599 Undergraduate Reading and Research (Fall/Spring: 3)**

*The Department*

**EN 602 Seminar: Shakespeare and Donne (Spring: 3)**

This course examines the shifting places occupied by Shakespeare and by Donne in the history of English as a discipline. It will concentrate on their poetry with some reference to other works, including one or more plays by Shakespeare and Wallace Shawn's recent play, *The Designated Mourner* (1996). The seminar will include intensive training for juniors preparing to write a senior



thesis. Each person will carry out a major project in regular consultation with the instructor. There will be extensive opportunities to present one's own work and to respond to the work of others.

*Dayton Haskin*

**EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)**

**Cross listed with HS 665**

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss weekly assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminism.

*Ellen Friedman*

**EN 615 Advanced Writing Workshop (Spring: 3)**

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students stories are texts for class discussion, a generous willingness to respond to other's writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome. Enrollment is limited to 15. Admission by permission of the instructor only.

*Elizabeth Graver*

**EN 617 Advanced Poetry Workshop (Spring: 3)**

This is a workshop designed 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 one poem a week, and critique each other's drafts in group discussion. Assigned reading and exercises. Admission by writing sample only.

*Suzanne M. Matson*

**EN 628 Capstone: Five Heroic Americans (Spring: 3)**

**Cross listed with UN 531**

See course description in the University courses department.

*Fr. Robert Farrell, S. J.*

**EN 654 Junior Research Seminar: Virtue and Vice (Fall: 3)**

How do we learn to distinguish the good from the evil? Is guilt a sign of virtue? Is being steadfast and principled good enough to qualify as virtue? What are our criteria for praise and condemnation of good and bad? This course will examine these issues by alternating between the public and the private spheres. We will examine these issues by reading novelists such as James Hogg, Marquis de Sade, Toni Morrison, Richard Wright; philosophers such as Kant, Engels, Levinas, Nietzsche, Bernard Williams.

This seminar is meant to offer juniors who are considering writing an honors thesis (within the English department) some training in conceptual thought. The idea is to sharpen critical abilities to stimulate students into generating new frameworks, possible topics, and means of shaping a thesis. Ideally the course will also help to establish a sense of community among potential thesis writing students.

*Kalpana Seshadri-Crooks*

**EN 657 Seminar: British Literature and Empire 1688-1832 (Fall: 3)**

This seminar, limited to English majors in their senior and junior years, considers British literature in a period of imperial expansion and crisis. We will read literary texts from the late seventeenth century through the early nineteenth century with a range of questions regarding the relations of literature to empire, colonialism,

and slavery in mind. To what extent do literary works reflect, celebrate, criticize, or help to implement imperial expansion and colonial activities? In what ways might a given author's gender, ethnicity, or (presumed) racial identity enter into the writing (or reading) of a literary response to empire or slavery? How are notions of "Britishness," "Englishness," even "literature" related to their emergence during a period of empire building?

*Alan Richardson*

***Undergraduate and Graduate Course Offerings***

**EN 527 General Linguistics (Fall: 3)**

**Cross listed with SL 311**

See course description in the Slavic and Eastern Languages department.

*M.J. Connolly*

**EN 699 Old English (Spring: 3)**

A survey of English literature from the beginnings to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including *Beowulf*, may be dealt with partly or wholly in translation.

*Richard Schrader*

***Graduate Course Offerings***

**EN 660 Teaching of English as a Foreign Language (Fall: 3)**

**Cross listed with SL 360**

See description in the Slavic and East European Languages Department.

*Margaret Thomas*

**EN 706 Wordsworth, Coleridge, Keats (Spring: 3)**

Three shades of what has come to be known as British Romantic poetry. This course will focus on major and not so major poetry and poetics of Wordsworth, Coleridge, and Keats, and will, as time allows, consider the work of several non-canonical works by men and women writers. Major poems to be studied are Wordsworth's *Lyrical Ballads*, *1807 Poems*, and *The Prelude*; Coleridge's Conversation Poems, *The Rime of the Ancient Mariner*, and the later nightmare poems; and Keats's sonnets and odes.

The course will also attend to larger historical and cultural contexts, and students will read some of the most important traditional and contemporary literary theory and criticism on the period.

*John Mahoney*

**EN 718 Beckett: Drama and Short Fiction (Spring: 3)**

A study of major plays and some short fiction by Samuel Beckett. Close study of published texts will be supplemented with films, videotapes, and audiotapes of productions.

*Kristin Morrison*

**EN 721 Milton (Fall: 3)**

This course will explore the major poetry and prose of John Milton through a series of recent critical debates about the construction of authorship, the representation of gender, and the relations between historical events and literary texts. In the first section of the course we will concentrate on Milton's earlier works, including *Lycidas*, *Camus*, *Areopagitica*, and excerpts from the *Divorce Tracts*. In the second section of the course we will read *Paradise Lost* in detail along with critical essays by feminist, psychoanalytic, and New Historicist scholars. After reading *Samson Agonistes* and *Paradise Regained*, we will close with a consideration of Milton's position in the canon, his influence (particularly in the 19th and 20th centuries), and the changing status of his poetry.

*Amy Boesky*

**EN 734 African-American Writers (Fall: 3)**

Close readings of classic and contemporary texts, mostly fiction, with attention to the evolving nature of their employment of blues, folkloric and American traditions. There will also be a discussion of recent literary theory in the field and an examination of creative ways to include African-American writers in course that one expects to teach.

*Henry Blackwell*

**EN 752 Contemporary Literary and Cultural Theory (Fall: 3)**

Students of this course will read major texts within psychoanalytic theory as well as gender/queer theory and post-colonial theory (both of which will have a psychoanalytic slant). At least one Marxist theoretical piece will be included; and Foucault will play a heavy role at the end of the semester. Students who have not been exposed to contemporary theory may wish to contact me in advance to discuss readings that might serve as preparation.

*Frances Restuccia*

**EN 773 English Heroic Literature (Fall: 3)**

Most of the course will be devoted to early English heroic and romance literature. Representative works include *Beowulf* and other Old English poems (in translation), *Sir Gawain and the Green Knight*, Chaucer's *Troilus*, and Malory's *Morte D'Arthur*. As time permits we will look ahead to Renaissance and Augustan offshoots of the other traditions.

*Richard Schrader*

**EN 779 Contemporary American Poetry (Spring: 3)**

Readings in recent American poetry with attention to the diversity of formal method, style, theme, and theoretical framing characterizes contemporary poetry. We will read from Ashbery, Rich, Merwin, Olds, Simic, Gluck, and others.

*Suzanne Matson*

**EN 780 Readings in Theory (Spring: 3)****Cross listed with RL 780**

See description in the Romance Languages department.

*Kevin Newmark*

**EN 809 The Invention of the Renaissance in the Nineteenth Century (Fall: 3)**

This course finds one grounds of its inspiration in current work on the history of English as a discipline and another in J. B. Bullen's study of the Victorians' interest in "the myth of the Renaissance." Research projects will entail examining the construction of the literature curriculum in the leading U. S. English departments of the late nineteenth century (such as Harvard, Penn, and John Hopkins) and will require analysis of the ways in which works by sixteenth- and seventeenth-century writers were incorporated into the formal study of "English." Besides attending to the cultural work done in the Romantic and Victorian periods by those who edited and wrote about works by Shakespeare, Donne, Herbert, Milton, and other "renaissance" writers, we will examine the widely circulating life-histories of these "authors." We will also explore the grounds on which Browning, Ruskin, George Eliot, and other Victorian writers wrote their interests in "the Renaissance" into some of their most influential works.

*Dayton Haskin*

**EN 819 British Romanticism and Imperial Culture (Fall: 3)**

This course will examine some of the many ways in which a range of Romantic-era British texts can be related to issues of empire, colonialism, and slavery. The course will begin with a unit on literary reactions to British domination of the slave trade and reliance on a colonial slave system in this period. It will then look at nascent imperial and anti-imperial literary modes with special atten-

tion to literary Orientalism and related forms of Romantic exoticism. A brief unit will follow on Scotland and Ireland. Attention will be given as well to literary constructions of the Americas in this era and particularly to the emergence of various Creole literary traditions.

*Alan Richardson*

**EN 825 Composition Theory and the Teaching of Writing (Fall/Spring: 3)**

This course is designed to prepare graduate students to teach introductory college-level writing courses; to introduce students to central issues, problems, and theories in composition studies; and to examine ways in which contemporary critical theory has influenced the teaching and study of composition.

*Lad Tobin*

*Paul Doherty*

**EN 830 Dickens and Eliot (Spring: 3)**

Charles Dickens and George Eliot (Mary Ann Evans) divided between them the major territory of the mid-Victorian novel between the 1840's and the 1870's. Dickens' theatrical narratives could hardly be more different from Eliot's inward and meditative procedures, yet the two novelists shaped and were shaped by similar social and cultural preoccupations, and developed the novel form in interestingly comparable ways. This course will be devoted to studying early, middle and late novels by each, along with relevant 19th century materials, and some contemporary criticism.

*Rosemarie Bodenheimer*

**EN 833 Modern American Fiction (Fall: 3)**

Focusing on fiction by Hemingway, West, Faulkner, Fitzgerald, Yeziarska, Hurston, Larsen, and Wright, this course will explode the relationship between formal and representational issues in the modern American novel. We will consider current critical dialogues about modernism's political or apolitical biases as we examine the modernists' attitudes toward language and formal experimentation alongside their representations of war, class dynamics, popular culture, gender, race, sexuality and the body.

*Laura Tanner*

**EN 850 Seminar: Critical Approaches to Shakespeare (Spring: 3)**

This course will survey a range of critical approaches to Shakespeare's Jacobean plays. Plays to be read may include *Twelfth Night*, *Measure for Measure*, *Hamlet*, *Macbeth*, *Troilus and Cressida*, *King Lear*, *Othello*, *Coriolanus*, *Antony and Cleopatra*, *The Winter's Tale*, and *The Tempest*. Students will be responsible for reading a play and several critical articles illustrating different approaches to it. We will discuss the presuppositions behind and implications of new critical, post structuralist, psychoanalytic, Marxist, feminist, and new historical/materialist approaches to these plays.

*Mary Crane*

**EN 857 American Nature Writing (Spring: 3)**

A historical, critical, and ecocritical study of nature writing in America regarded as a distinct literary genre rooted in "scientific" natural history writing, romantic nature poetry, and transcendentalism. We will trace the history of the genre from the anthropocentric but incipiently ecological accounts of wilderness in Bartram and Audubon to the religio-philosophical mode of Emerson and the ecocentrism of Thoreau, to the deep ecology and bioregionalism of more recent writers (Annie Dillard, Wendell Berry, Gary Snyder) in our own era of severe environmental degradation.

*Robert Kern*

**EN 858 Debates in Postcolonial Studies (Spring: 3)**

The course will be divided into three segments: (1) the discourses of colonialism and anticolonialism—writers such as Fanon,

Senghor, Césaire, and Gandhi who dealt with issues such as negritude, revolution, and soul force; (2) the critiques of postcoloniality—writers such as Edward Said, Gayatri Spivak, Homi Bhabha, and CLR James who have raised the issues of Orientalism, cultural translation, hybridity and authenticity, and the problem of identity politics; and (3) the contemporary debates within postcolonial studies, pertaining to Marxism, psychoanalysis, postmodern, third world literature and film.

*Kalpana Seshadri-Crooks*

**EN 887 Introduction to Advanced Research (Fall: 3)**

This course introduces students to the basic tools of scholarship, including the most essential reference works for research in the humanities. We will look at bibliographies, dictionaries, encyclopedias, style guides, glossaries, concordances, library catalogues, guides to scholarship, anthologies of basic readings, and many others. Some time will be spent on the manuscript culture of the pre-Gutenberg world, the history of the printed book, and the development of electronic and computerized information. A substantial portion of the course will be devoted to exploring resources on the Internet and other electronic media. The course will conclude with an overview of literary theory, with a view to finding and using reference tool amongst the current plethora of competing and overlapping theoretical approaches.

*Robert Stanton*

**EN 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**EN 899 Readings and Research (Fall/Spring: 3)**

*The Department*

**EN 939 Ph. D. Seminar: Dominant Tropes and Interdisciplinarity (Fall: 3)**

This course will focus on three tropes that present a particularly rich history of interdisciplinary effects: metaphor and metonymy; the uncanny; and hybridity or difference. Our readings in each section of the course will begin with theoretical texts in which the trope seems to show its potential as a new interdisciplinary paradigm (Jakobson on metaphor and metonymy, Freud on the uncanny, Derrida on "difference"), and move on to influential texts where that potential is realized, though in some cases problematically. Works by Lacan, Kristeva, Barbara Johnson, Bhabha, Haraway, Deleuze, Trinh Minh-ha and others will be included among these readings.

*Robin Lydenberg*

**EN 940 Ph D Seminar: Topics in American Literature and Culture (Spring: 3)**

A research seminar devoted to recent and classic scholarship on U. S. literature from the American Renaissance to the mid-20th century. Topics addressed will include: the Cold War context of classic American criticism; nineteenth century domesticity; the discourses of "whiteness" and immigrant fiction; and recent scholarship on literature, the public sphere, and citizenship.

*Christopher Wilson*

**EN 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**EN 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Fine Arts**

**Faculty**

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

**Richard Blake, S.J.**, *Professor*; A.B., Ph.L., M.A., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

**John Michalczyk**, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**John Steczynski**, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

**Josephine von Henneberg**, *Professor*; Doctor in Letters, University of Rome

**Elizabeth G. Awalt**, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

**Claude Cernuschi**, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**Jeffery W. Howe**, *Associate Professor*; A.B., Carleton College; Ph.D., Northwestern University

**Michael W. Mulhern**, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

**Nancy Netzer**, *Associate Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

**Andrew Tavarelli**, *Visiting Artist and Adjunct Associate Professor*; B.A., Queens College

**Mark Cooper**, *Adjunct Assistant Professor*; B.S., Indiana University; M.F.A., Tufts University

**Charles Meyer**, *Adjunct Assistant Professor*; B.A., Goddard College

**Departmental Notes**

- Administrative Secretary: Mary Carey, 617-552-4295
- World Wide Web:  
[http://www.bc.edu/bc\\_org/avp/cas/fnart/art.html](http://www.bc.edu/bc_org/avp/cas/fnart/art.html)

**Undergraduate Program Description**

The Department offers three majors: Art History, Film Studies, and Studio Art. Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

**Major Requirements: Art History**

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual environment created by humans over the course of time. The Departmental courses provide a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art. These include careers in teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors.

Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

- FA 101 Art from Prehistoric Times to the High Middle Ages
- FA 102 Art from the Renaissance to Modern Times (6 credits)
- FA 103-104 Art History Workshop (2 courses) ordinarily to be completed by the end of the sophomore year.
- Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least one course must be chosen from each of the following periods:
  - Ancient Art
  - Medieval Art
  - Renaissance through Eighteenth Century Art
  - Nineteenth and Twentieth Century Art
- FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed above.

Double Majors in the Department must fulfill all requirements for both majors.

#### Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory, and criticism enable students to become active, selective and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater and Communication. While this Film Studies Major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies Major requires 12 courses, 8 of which must be above the 200 level.

- FA 202 Introduction to Film Art  
A required foundation course designed to ground the student in film language, history, and criticism
- FA 181 History of European Film  
A study of six European movements, most of which have parallels in art movements: German Expressionism, Russian Constructionism, Italian Neo-Realism, French New Wave, British Free Cinema, Swedish
- American Film History courses  
*Two (2) required*
  - FA 281 History of American Film (II)
  - FA 292 History of American Film (III)
  - FA 389 Three American Directors Specific chronological history courses, genre studies, or directors series which focus

on American film.

- FA 482 Film Criticism (and Theory):  
A combination of modes of scholarship relating to other academic disciplines (literature, sociology, history, art, etc.) with a strong emphasis on clarity of written expression.
- Photography Component  
*One (1) required*
  - FS 161 Photography I
  - FS 167 Documentary Photography
- The study of the visual image at the basis of the film experience. Photography and cinema are the focus of the course as they come together historically and at the present time.
- FS 171 Filmmaking I  
Reinforces film language and history but with an emphasis on creativity.
- Three (3) Electives—200 (1) and 300 or 400 (2) level.  
Courses offered in the department in addition to those listed above include:
  - FA 182 Documentary Film
  - FA 280 History of American Cinema I
  - FA 281 History of American Cinema II
  - FA 282 Political Fiction Film
  - FA 284 Eastern European Film
  - FA 288 French Literary Filmmakers
  - FA 289 French Cinema
  - FA 292 History of American Cinema III
  - FA 380 Latin American Cinema
  - FA 381 Propaganda Film
  - FA 382 Women and Film
  - FA 386 Italian Cinema
  - FA 388 Costa-Gavras

Courses in Non-Linear Editing, Filmmaking II, and Photography II are highly encouraged to supplement the Major.

- Junior/Senior Year:
  - FA 384 History and Art History into Film **and/or**
  - FA 182 Documentary Film (primarily historical) are oriented toward research in preparation for the Senior Research Project.
- Senior Seminar  
A seminar that serves as a basis for and accompanies the student research project. An advisor will determine if the student is prepared to undertake the specific written thesis.  
Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater.

#### Major Requirements: Studio Art

The Studio Art major provides students with a genuine opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the stu-

studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, conservation, art therapy, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- FS 100 Ceramics, FS 101 Foundations of Drawing, FS 102 Foundations of Painting, FS 161 Photography. Select two courses (6 credits)  
These courses offer an introduction to the four areas of the studio program. Students are strongly advised to make choices (in conjunction with their departmental advisor) that provide a foundation for a concentration in one of these studio areas.
- FA 102 Art from the Renaissance to Modern Times, FA 257-258 Modern Art: Nineteenth Century and Twentieth Centuries, FA 285 History of Photography. Choose one (3 credits)
- FS 498 Senior Project Part I (Fall) and Senior Project Part II (Spring) (6 credits)
- A minimum of seven (7) additional courses 100 and above (21 credits)  
Four of these courses must be taken in the student's area of concentration prior to enrolling in Senior Project.

Students must have taken at least 4 semesters of work relating to their senior project prior to their senior year. Portfolio reviews are required in the second semester of the sophomore and junior years.

In addition to the required courses, the following are recommended:

- FA 257-258 Modern Art
- FA 355 From Gauguin to Dali
- FA 361 Issues in Contemporary Art.

Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

### Information for First Years Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art Majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one Art History course from FA 102, FA 257, FA 258, FA 285.

### Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in Studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of Studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

### Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts department office.

### Undergraduate Course Offerings

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

#### Art History

##### FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)

###### Satisfies Fine Arts Core Requirement

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. In the first semester, the major monuments in the history of art will be discussed in their 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 study of significant works of art in greater Boston.

*Pamela Berger*  
*Kenneth Craig*

##### FA 102 Art from the Renaissance to Modern Times (Spring: 3)

###### Satisfies Fine Arts Core Requirement

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. In this course 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.

*Kenneth Craig*  
*Jeffery Howe*

##### FA 103-104 Art History Workshop (Fall/Spring: 3)

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 (FA101-102). Critiques and discussions also try to develop greater aesthetic sensitivity. This is a required course for art history majors.

*Aileen Callahan*

##### FA 107 History of Architecture (Fall: 3)

###### Satisfies Fine Arts Core Requirement

The evolution of architectural styles in the Western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles.

*Josephine von Henneberg*

##### FA 108 Great Art Capitals of Europe (Spring: 3)

###### Satisfies Fine Arts Core Requirement

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monu-

ments in depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

*Pamela Berger*

**FA 109 Aspects of Art (Fall/Spring: 3)**  
**Satisfies Fine Arts Core Requirement**

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as a historical sequence of works and styles and replace this with a method based on concepts. This should result in another means of comparison and evaluation that will prove as valuable as the more traditional modes. Not open to students who have taken FA 101, FA 102, or FA 108.

*Charles Colbert*

**FA 181 History of European Film (Fall: 3)**  
**Satisfies Fine Arts Core Requirement**

**Film Studies Course**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczyk*

**FA 211 Art of the Ancient Mediterranean World (Fall: 3)**  
**Satisfies Fine Arts Core Requirement**

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

*Diana McDonald*

**FA 215 Irish Art: Stone Age to the Present (Spring: 3)**

What makes Irish art Irish? We will consider Irish painting, sculpture, architecture, and the decorative arts from the time of its ancient stone monuments to the politically and culturally-conscious twentieth century. Irish art retains through time a powerfully distinct character that begs sour inquiry.

*Pamela Berger*

*Katherine Nahum*

**FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)**

This course will illuminate the art of the so-called dark ages, from about 200 AD to around the year 1000 AD. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and then go on to a study of the Carolingian "renaissance." The last part of the course will be devoted to the "apocalyptic" millennial art of tenth-century Spain.

*Pamela Berger*

**FA 222 Art of the Later Medieval Art: Imagination and Imagery (Spring: 3)**

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture and painting of the period, all the while treating the art in its

intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

*Pamela Berger*

**FA 231 Arts of the Italian Renaissance: Quattrocento (Fall: 3)**  
**Satisfies Fine Arts Core Requirement**

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include, among others, Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo.

*Josephine von Henneberg*

**FA 232 Northern Renaissance Art (Fall: 3)**

This course will examine painting in the Netherlands and in Germany in the 15th and 16th 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. We will also study the influences of the Reformation on the visual arts in the North.

*Kenneth Craig*

**FA 251 Modern Architecture (Spring: 3)**  
**Satisfies Fine Arts Core Requirement**

This course is about the evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F.L. Wright, Gropius, Mies van der Rohe, Le Corbusier.

*Katherine Nahum*

**FA 256 Impressionism and Neo-Impressionism (Spring: 3)**

This course focuses on the development of Impressionism and Neo-Impressionism in France, from Monet to Van Gogh. After a study of the intellectual and artistic roots of these trends, the style and subject matter of individual artists, as well as the irrelation to the social and political history of the time, will be considered. In addition, attention is paid to how the interpretation of Impressionism and Neo-Impressionism has evolved since the later nineteenth century.

*The Department*

**FA 257-258 Modern Art: 19th and 20th Centuries (Fall/Spring: 3)**  
**Satisfies Fine Arts Core Requirement**

**Satisfies Fine Arts Core Requirement**

This course is an introduction to art in the Western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment that helped shape it while being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include Van Gogh, Matisse, Picasso, Brancusi, Duchamp, and Pollock.

*Jeffery Howe*

*Claude Cernuschi*

*The Department*

**FA 263 Arts in America (Fall: 3)**

The objective of this course is to introduce the student to the social, philosophical and formal currents that have contributed to the art of this century. Beginning with the last generation of the nineteenth century, encompassing such figures as Winslow Homer, Thomas Eakins, and Mary Cassatt, we will trace the evolution of the visual arts in this century up to the present. Somewhat greater emphasis will be given to the work done after World War II, when American artists began to make their most revolutionary statements. Subjects to be considered will include the Ash Can School, Dada, Abstract Expressionism, Pop Art and Post Modernism.

*Charles Colbert*

**FA 267 From Salt-Box to Skyscraper: Architecture in America 17th-20th Centuries (Fall: 3)****Satisfies Fine Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available as a WWW site on the Boston College Infoeagle.

*Jeffery Howe*

**FA 277 Russian Cinema (Fall: 3)****Cross listed with SL 274**

See course description in the Slavic and Eastern Languages department.

*Maxim D. Shrayer*

**FA 279 The Arts of China and Japan (Spring: 3)**

The arts of China and Japan have a paradoxical and complex relationship. This course will survey the major similarities and differences of Chinese and Japanese art from ancient times to the present, as reflected in attitudes to two and three dimensional form and space, the use of materials and culturally important themes. (Please note that some classes will be scheduled to meet in the Museum of Fine Arts, Boston).

*A. McDonald*

**FA 280 History of American Film I: The Early Years (Fall: 3)**

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.

*Richard A. Blake, S.J.*

**FA 281 History of American Film II: The Studio Era (Spring: 3)**

During the period from the introduction of sound until the 1950's, eight large corporations controlled Hollywood film production and national distribution. A study of the films of Ford, Hawks, Welles, Hitchcock and Huston investigates the emergence of these key individual artists within the corporate structure of the industry. Their films are viewed in their social context, as reflections of changing mores, the Depression and World War II.

*Richard A. Blake, S.J.*

**FA 282 Political Fiction Film (Fall: 3)**

In war and peace, 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), a film accused of promoting racism and glorifying the Ku Klux Klan. 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) has provided a new impetus to the genre by combining thriller elements with a non-conventional political perspective. Features such as *Silkwood*, *Norma Rae* and *All the President's Men* reflect this engaging combination of elements. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

*John Michalczyk*

**FA 285 Nineteenth and Twentieth Century Photographic History (Spring: 3)**

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the U.S.A. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art. We will also carefully explore our relationship with the proliferation of mass media imagery today.

*The Department*

**FA 291 American Film Genres (Fall: 3)**

This course will provide a critical method for analyzing the film genres that were characteristic of the American film from the introduction of sound to 1950's. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir, and the Horror Film.

*Richard Blake, S.J.*

**FA 292 History of Film III: The Post Classical Period (Spring: 3)**

After the court-mandated demise of the old studio system beginning in 1948, the industry entered a period of independent production, media conglomerates and television production. A survey of historiographical methods addresses the problems of creating a film history that accounts for these on-going changes in the industry. The films of Scorsese, Coppola, Allen, Altman and DePalma illustrate the response of the post-studio generation to the new realities of Hollywood and its audiences.

*Richard Blake, S.J.*

**FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Fall: 3)**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

*Kenneth Craig*

**FA 356 Art Since 1945 (Fall: 3)**

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

*Claude Cernuschi*

**FA 392 The Museum of Art: History, Philosophy, and Practice (Spring: 3)**

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include the following: the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art. Field trips to museums and collections.

**FA 405 Vienna 1900 (Spring: 3)**

An analysis of the interdisciplinary crossfire that is Vienna 1900 concentrating on the interaction of aesthetics, culture, music, politics, philosophy, and psychology. Special emphasis on how the issues raised by the painting (Klimt, Kokoschka, Schiele) and architecture (Loos, Hoffmann, Wagner, Olbrich) of the period intersect with other domains: e.g., the philosophy of Wittgenstein, the music of Schoenberg and Strauss, the psychoanalysis of Freud, the writings of Karl Kraus and Hugo von Hofmannsthal.

*Claude Cernuschi*

**FA 451 Symbolism and Decadence at the End of the Century (Fall: 3)**

The arts in Europe at the end of the last century were permeated with symbolic images of mystery and beauty, and there was a widespread fascination with themes of cultural decadence. This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

*Jeffery Howe*

**FA 461 Frank Lloyd Wright (Spring: 3)**

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.

*Jeffery Howe*

**FA 499 Scholar of the College (Fall/Spring: 3)**

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's office for a full description of the requirements.

*The Department*

***Undergraduate and Graduate Course Offerings*****FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)**

Cross listed with HS 314

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis

will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

*Nancy Netzer*

**FA 332 The Age of Leonardo, Michelangelo and Raphael (Spring: 3)**

The High Renaissance was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

*Josephine von Henneberg*

**FA 342 Age of Rembrandt (Spring: 3)**

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

*Kenneth Craig*

**FA 362 American Landscape Painting (Spring: 3)**

This course will concentrate on the aesthetic and social factors that endowed landscape painting with a particular importance for a civilization that sought to define itself in terms of its environment rather than its traditions. Some of the painters we will consider include Thomas Cole, Frederick Church, Winslow Homer, the American Impressionists, and Edward Hopper. The poetry and prose of Bryant, Emerson, Whitman, and Thoreau will also be reviewed.

*Charles Colbert*

**FA 380 Latin American Cinema (Spring: 3)**

This course will focus on contemporary film of Latin American countries from Mexico to Chile and from Argentina to Cuba. It will study diverse issues of these countries such as poverty, unemployment, colonialism, and political oppression as they impact upon human relationships. Original independent films as well as literary adaptations such as *Kiss of the Spider Woman* will be an integral part of the course. These films will stand in strong contrast to the traditional and stereotypical image of Latin America as fabricated by Hollywood.

*John Michalczyk*

**FA 384 History and Art History into Film (Fall/Spring: 3)**

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

*Pamela Berger*

**FA 401 Seminar in Art Historical Research (Fall: 3)**

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.



*Jeffery Howe*

**FA 403 Independent Work (Fall: 3)**

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department*

**FA 404 Independent Work (Spring: 3)**

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department*

**FA 453 Psychoanalytic Approach to Art (Fall: 3)**

How can art be approached psychoanalytically? The focus of this seminar will be on such late 19th century artists as Manet, Gauguin, Cezanne and Van Gogh, and those psychoanalytic ideas that have been and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to art's historical context, iconography and the evolution of style, in which the content and formal values of art have been ignored. We will explore how the formal means of the artist might be psychoanalytically interpreted.

*Katherine Nahum*

### *Undergraduate Course Offerings*

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

**Studio Arts (including Film and Photography)**

**FS 100 Visual Thinking (Fall/Spring: 3)**

**Satisfies Fine Arts Core Requirement**

**Lab fee required**

This is a studio art course that encourages entry level and advanced students to grapple with questions about the nature of art and the creative process. By exploring the relationship between seeing, thinking, and making, students arrive at a fuller, more confident understanding of visual language and the nature of the visual world. Although students explore and problem solve with a variety of art materials and processes, the course requires minimal technical facility. By stressing the conceptual aspect of visual thinking, the course will allay fears ("I can't draw") which block students from considering studio art as a serious option. This course incorporates historical components and writing assignments.

*Debra Weisberg*

**FS 101 Drawing I: Foundations (Fall/Spring: 3)**

**Satisfies Fine Arts Core Requirement**

**Lab fee required**

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picturemaking. 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.

*Elizabeth Awalt*

*Mary Sherman*

*Michael Mulhern*

*John Steczynski*

*Andrew Tavarelli*

*Khalid Kodi*

**FS 102 Painting I: Foundations (Fall/Spring: 3)**

**Satisfies Fine Arts Core Requirement**

**Lab fee required**

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

*Mary Armstrong*

*Alston Conley*

*Khalid Kodi*

*Mary Sherman*

**FS 141 Ceramics I (Fall: 3)**

**Lab fee required**

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

*Mark Cooper*

**FS 142 Ceramics II (Spring: 3)**

**Lab fee required**

This course will deal with all phases of ceramics from slab construction to bowlmaking and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

*Mark Cooper*

**FS 161 Photography I (Fall/Spring: 3)**

**Lab fee required**

This course is an introduction to black and white photography. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis

will be placed on helping each student realize a personal way of seeing. Students will have weekly shooting and printing assignments. Please bring camera to first class.

*Karl Baden*

*Charles Meyer*

*Sharon Sabin*

**FS 167 Documentary Photography (Fall/Spring: 3)**

*Prerequisite:* Communications major or permission of the instructor  
**Lab fee required**

This course is a basic introduction to black and white photography with particular emphasis on the many traditions and uses of the documentary strategies as vehicles to communicate complex social and political issues. In addition to presenting the basics (principals of exposure, film development, printmaking, and presentation), class time will be devoted to presenting the work of historical and contemporary society. Students should be prepared to develop their own ideas and to work in series.

*Charles Meyer*

**FS 171 Filmmaking I (Fall/Spring: 3)**

**Lab fee required**

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting, and editing are included. The course is also about film as a form of expression and communication. A class for beginners. Equipment is provided.

*Cindy Kleine*

**FS 203 Drawing II: Perspective and Tone (Fall: 3)**

*Prerequisite:* FS 101 or permission of the instructor

**Lab fee required**

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

*John Steczynski*

**FS 204 Drawing III: Introduction to the Figure (Spring: 3)**

*Prerequisite:* FS 203 or permission of the instructor

**Lab fee required**

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.

*John Steczynski*

**FS 205 Scene Painting (Fall: 3)**

*Prerequisite:* CT 246 or permission of instructor

See course description in the Theatre department.

*Nicholas Mozak*

**FS 223-224 Painting II and III (Fall/Spring: 3)**

*Prerequisites:* FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques, and slide presentations of paintings. It is suggested that students have some familiarity with hand interest in painting or drawing before electing the course.

*Mary Armstrong*

**FS 225 Watercolor I (Fall: 3)**

**Lab fee required**

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended.

*Andrew Tavarelli*

**FS 226 Colored Works on Paper (Spring: 3)**

**Lab fee required**

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.

*Andrew Tavarelli*

**FS 261 Photography II (Fall/Spring: 3)**

*Prerequisite:* FS 161 or permission of the instructor

**Lab fee required**

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work, for presenting historical and contemporary movements in photography and the development of a visual literacy, and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio.

*Charles Meyer*

**FS 267 Experimental Photography (Spring: 3)**

*Prerequisite:* FS 161 or permission of the instructor

**Lab fee required**

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected.

*Karl Baden*

**FS 273 Filmmaking II (Spring: 3)**

*Prerequisite:* Filmmaking I or permission of the instructor

**Lab fee required**

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*Cindy Kleine*

**FS 274 Digital Nonlinear Editing (Spring: 3)**

*Prerequisite:* Department Permission

**Cross listed with CO 224**

See course description in the Communication department.

*Adem Bush*

**FS 325 Studio/Contemporary Issues (Spring: 3)**

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 think-

ing. 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. This class is a requirement for Studio Art minors.

*Michael Mulhern*

**FS 474 Aspects of the Self and the Quest for Wholeness (Fall: 3)**

Most education is analytical and compartmentalized. This course stresses the integrative aspects of Capstones. Its goal is to synthesize fragments of academic learning, to relate them to other life experiences, and to help develop a personal wisdom for the on-going search for meaning. It explores the use of verbal and visual symbolic expression to comprehend life's great problematic issues, among them our origins, the body, the self, gender, sexuality and death. How we relate to these issues largely determines our understanding of who we are. Projects include making masks and a personal altar. Developed art skills are not required.

*John Steczynski*

**FS 498 Senior Project (Fall: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

*Andrew Tavarelli*

***Undergraduate and Graduate Course Offerings***

**FS 301-302 Drawing IV-V: Figure (Fall/Spring: 3)**

*Prerequisite:* FS 204 or permission of the instructor

**Lab fee required**

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition.

*John Steczynski*

**FS 323 Painting IV: Landscape (Fall: 3)**

*Prerequisites:* FS 223-224 or permission of the instructor

**Lab fee required**

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally.

*Elizabeth Awalt*

**FS 324 Painting V: Figure (Spring: 3)**

*Prerequisites:* FS 223-224 or permission of the instructor

**Lab fee required**

This advanced painting course introduces the student to the concept of extracting and abstracting images from life most notably from the figure. Students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, culled from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be

introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.

*Andrew Tavarelli*

**FS 385-386 Independent Work I and II (Fall/Spring: 3)**

*Prerequisite:* Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**FS 485-486 Independent Work III and IV (Fall: 3)**

*Prerequisite:* Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**FS 499 Senior Seminar: The Artist's Journal (Spring: 3)**

*Prerequisites:* For Studio Art majors only, or with the permission of the instructor

An advanced course that rotates among the full-time studio faculty, using each person and her/his expertise as a resource for an in-depth exploration of a designated focus. Inquire at the departmental office for the current teacher and focus.

*Elizabeth Awalt*

**Geology and Geophysics**

***Faculty***

**Emanuel G. Bombolakis**, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**John E. Ebel**, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**J. Christopher Hepburn**, *Professor*; Chairperson of the Department; A.B., Colgate University; A.M., Ph.D., Harvard University

**David C. Roy**, *Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

**Kevin G. Harrison**, *Assistant Professor*; B.A., Brown University; M.S., Scripps Institute; M.Phil., Ph.D., Columbia University

**Gail C. Kineke**, *Assistant Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

**David P. Lesmes**, *Assistant Professor*; B.A., University of California, San Diego; Ph.D., Texas A&M University

**Departmental Notes**

- Administrative Secretary: Patricia R. Pflaumer, 617-552-3641, pflaume@bc.edu
- Department Secretary: Peggy Connolly, 617-552-3640, connolma@bc.edu
- World Wide Web: <http://www.bc.edu/geology>
- Department facsimile: 617-552-2462

***Undergraduate Program Description***

An undergraduate in the Department of Geology and Geophysics may develop a major program in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each

student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Earth scientists, geologists, geophysicists and environmentalists study the Earth's complex systems and interrelations with the hydrosphere, biosphere and atmosphere. Students trained in the Earth Sciences can look forward to exciting and rewarding careers as humankind will require ever larger amounts of energy and natural resources in the twenty-first century, and at the same time, cause increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth Scientists are naturally interdisciplinary and use science to solve real problems. Today's earth scientist can choose to work in the field in almost any area of the world, or in ultra-modern laboratories equipped with the latest computing equipment or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes in relation to city or emergency planning, or working with governmental agencies or industry to analyze pollution plumes, the Earth Sciences provide exciting possibilities.

#### Honors Program

Any major in the Department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon (1) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; and (2) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the Departmental Director of Undergraduate Studies.

#### Minor in Geology and Geophysics

In addition to the four major programs listed below, a student may choose to minor in the Department. The minor is designed to be flexible and allow the interested student to explore an area of interest in the Earth Sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Kevin G. Harrison, Departmental Advisor for this program, as early in their undergraduate careers as possible.

A minor in Geology and Geophysics consists of a minimum of six courses in the Department of Geology and Geophysics structured as follows: (A) Students must take GE 132 Introduction to Geology and Geophysics I and the accompanying laboratory GE 133; and GE 220 Earth Materials with the accompanying laboratory GE 221. (B) Students may take up to two additional 100 level courses in the Department. (C) Students must take one additional GE 200 level course and one course numbered GE 300 or above.

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower level course. Each student's minor program must be approved

in advance by the Departmental Minor Advisor. Students should be aware that many upper level courses have prerequisites in Geology, Mathematics, Physics or Chemistry and that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Geology and Geophysics.

#### Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a Departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the 100 level. These courses must include:

(A) Each of the following four courses:

- Environmental Geosciences I (GE 167)
  - Introduction to Geology and Geophysics I with laboratory (GE 132\*-133)
  - Earth Materials with laboratory (GE 220-221) and,
    - Environmental Geology with laboratory (GE 250-251)
- \*GE 115 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to and approval by the Departmental Undergraduate Committee.

(B) Two courses from among the following:

- Environmental Geosciences II (GE 168)
- Introduction to Geology and Geophysics II (GE 134)
- Oceanography I and II (GE 157 and GE 160)
- Geoscience and Public Policy (GE 187)
- Geologic Hazards, Landslides and Earthquakes (GE 143)
- Weather, Climate and Environment I or II (GE 172 or GE 175)

(C) At least two courses from among the following:

- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Environmental Geochemistry (GE 392)
- River and Lake Environments (GE 400)
- Site Characterization, Remediation and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Biogeochemistry of the Habitable Planet (GE 465)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)
- Seminar in Environmental Geoscience (GE 542)
- Environmental Seminar (GE 580)

Alternatives or additions to this list may be requested from the Departmental Director of Undergraduate Studies.

(D) Two elective courses. These electives may include courses in the Department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the Department, approved by the Departmental Director of Undergraduate Studies, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A year (2 semesters) of another laboratory science in Chemistry, Physics, or Biology. Students are encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics, and Biology. One semester of a laboratory science in addition to (E) above or Calculus (MT 101 or MT 103) may be counted as one of the electives in (D) above. Students are also advised that other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to and approval by the Departmental Director of Undergraduate Studies.

**Information for First Year Majors and Non-Majors**

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Introduction to Geology and Geophysics I and II be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

Environmental Geosciences majors take

- GE 167 Environmental Geosciences I: Resources and Pollution (fall semester, first year)
- GE 132 Introduction to Geology and Geophysics I (either freshman or sophomore year)
- Laboratory Science requirement (CH 109 and CH 111; BI 110 and BI 111; or PH 211 and PH 203) (may be taken sophomore year)

**Major Requirements: Geology**

Students majoring in Geology will take the following courses, with a minimum total of 10 courses in the Department:

(A) Each of the following requirements:

- Introduction to Geology and Geophysics I and II with laboratory (GE 132-133 and GE 134-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I and II (GE 285 and GE 385)

(B) At least two additional electives (with a minimum of one numbered 300 or above) in the Department to bring the total number of Departmental courses to 10.

(C) Also a minimum of two semesters of Calculus (MT 102 and MT 103) or their near equivalent (e.g., MT 100-101), two semesters of Physics using Calculus (PH 209-210 or PH 211-212), and two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118) are required.

(D) The Department strongly advises that mathematics through MT 305 be taken (students need to start with MT 102-103 not MT 100-101 in order to do this). A geology summer field course is also recommended for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Department electives upon written approval of the Departmental Director of Undergraduate Studies prior to taking the field course. Elective courses both within and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

**Information for First Year Majors**

The following courses are recommended for First Year majors, if their schedules permit.

- GE 132 and GE 133 Introduction to Geology and Geophysics I with Lab
- CH 109 and CH 111 General Chemistry with Lab

- MT 102 Calculus

**Major Requirements: Geophysics**

Students majoring in Geophysics will fulfill the following course requirements:

(A) Each of the following four courses:

- Introduction to Geology and Geophysics I and II with laboratory (GE 132-133 and GE 134-135)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four courses chosen from the following list (at least 2 of which must be in Geophysics):

- Petrology I (GE 372)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 455)
- Engineering Geology (GE 470)
- Chemistry of Natural Water System (GE 484)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

(C) Three additional electives approved in advance by the student's advisor in Departmental courses numbered 400 or above, or in advanced courses in Physics or Mathematics beyond those required below. (Note: May be fulfilled by a combination of courses such as two advanced Departmental courses and one advanced physics course, etc.)

Thus, 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212).

Courses in Computer Science and additional electives in Geology are recommended in the elective program. Elective courses both within and outside the Department should be determined by the student and his or her advisor. A geological or geophysical summer field camp may be substituted for one of the courses in (B) above. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies. A First Year program similar to the one listed above for Geology majors is recommended

**Major Requirements: Geology-Geophysics**

This major combines elements of both programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

Students majoring in Geology-Geophysics must take the following courses:

(A) Each of the following seven courses:

- Introduction to Geology and Geophysics I and II with laboratory (GE 132-133 and GE 134-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics I (GE 424)

(B) Three courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
  - Petrology II (GE 374)
  - Structural Geology II (GE 385)
  - Introduction to Geophysics (GE 391)
  - Hydrogeology (GE 418)
  - Biogeochemistry of the Habitable Planet (GE 465)
  - Environmental Geophysics (GE 424)
  - Exploration Seismology (GE 455)
  - Engineering Geology (GE 470)
  - Geographical Information Systems (GE 480)
  - Chemistry of Natural Waters (GE 484)
  - Geophysical Data Processing (GE 572)
  - Physics of the Earth (GE 672)
- (C) Each of the following:
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)
  - Calculus through MT 305 (MT 102, 103, 202, and 305)
  - Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in Computer Science and a summer field geology course are highly recommended in the elective program, as well as a senior year research project. The student should plan a program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies. First Year students should refer to the listing under the Geology major for suggested courses.

### *Graduate Program Description*

#### **Master of Science**

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in Geology, Geophysics and Environmental areas and the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately 25 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the Earth Sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in industry, oil exploration or government service, or continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology, Geophysics and Environmental subjects.

Research in the Department covers a broad range of topics, including: Coastal and Estuarine Processes, Physical Sedimentation, Earthquake and Exploration Seismology (including crustal studies of New England using the 15-station New England Seismic Network at Weston Observatory), Structural Geology, Igneous and Metamorphic Petrology, Global Change Geochemistry (including Neutron Activation Analysis Laboratory), Interpretative Tectonics, Groundwater Hydrology and Environmental Geology and Geophysics.

The Department offers a number of Teaching and Research Assistantships.

#### **Application**

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in Geology or Geophysics with courses in mathematics, physics,

chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies; (2) students well-prepared in mathematics or one of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the Earth Sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required and we strongly encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, however, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for financial aid and assistantships for September need to be completed by February 1. Later applications will be considered for financial aid if funding is available.

#### **Requirements for M.S. Degree**

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Graduate students must include two of these in their course program. A maximum of two thesis courses (GE 801) are allowed for the M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798, 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three bound copies of the M.S. thesis are required upon completion of the research; two copies are presented to the Graduate School of Arts and Sciences and one copy to the Department.

#### **Dual Degree Program (M.S.-M.B.A.)**

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in a combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis but

this may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management. The third year is split between both programs. Corporate internships are encouraged.

In applying to the program students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE general and topical exams need to be taken and the GMAT exams may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is February 1, the same as for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

The second option is for students to apply to and be accepted into the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from the Director of Graduate Programs, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467 (ebel@bc.edu) or from Graduate Admissions, Carroll School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

#### **Master of Science in Teaching**

The Master of Science in Teaching (M.S.T.) program is administered through the Graduate School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Graduate School of Education and to the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the Earth Sciences, 5 courses in education, and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the Earth Sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. For further information on the M.S.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at (617) 552-4214.

#### **Requirements**

The five (5) required courses in the Earth Sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: (1) Earth Materials, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency is likely to be necessary. A comprehensive examination is

given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, and the other part is given by the Graduate School of Education.

#### **Cooperative Program**

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of these courses is available in the Departmental office.

#### **Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics of Boston College. For more information, please refer to the Research Centers section in "About Boston College."

#### **Undergraduate Course Offerings**

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

#### **Core Program**

The Core courses in the Department are designed to give non-science majors an introduction to aspects of the Earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the Earth Sciences. This variability provides maximum freedom of choice for introductory students. All courses presume no prior knowledge of the science, and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 115, 132, 180 and 197 are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific subfields. Students wishing to find out more about Geology/Geophysics should call the Department at 617-552-3640 or see the Department's Director of Undergraduate Studies (Devlin 213).

#### **GE 115 Planet Earth I (Fall/Spring: 3)**

*Corequisite:* GE 116

#### **Satisfies Natural Sciences Core Requirement**

The focus here is an in-depth introduction to basic principles and processes that control the development of our only home, Planet Earth, and its environments. Topics include scientific methods of investigation, the origins of rocks and minerals, methods of deciphering geologic history of Planet Earth, the sculpturing of its surface by agents of erosion and deposition, Plate Tectonics and the development of mountain belts. GE 116 provides an Audio-Tutorial format that enables the student to experience physical examples of lecture topics, such as the development of the Hawaiian Islands by volcanism and the development of the Alps by plate tectonics processes. One two-hour A-T session per week and two 50-minute lectures per week.

*E. G. Bombolakis*

#### **GE 125 Planet Earth II (Spring: 3)**

*Corequisite:* GE 126

#### **Satisfies Natural Sciences Core Requirement**

The story of Earth's 4600-million year evolution ranges from the ocean's abyss to the highest mountain crest. Explore the growth of continents and ocean basins through time, plate tectonic movements expressed in earthquakes, volcanoes and formation of mountains, the assembly and break-up of supercontinents and their effect

on climate and life, formation and melting of continental glaciers, and impacts on life including humans. Two hours of lecture and one two-hour A-T laboratory per week.

*James W. Skehan, S.J.*

**GE 132 Introduction to Geology and Geophysics I (Fall: 3)**

*Corequisite:* GE 133

**Satisfies Natural Sciences Core Requirement**

This course offers an introduction to geological materials and the processes that form and transform them. It is part of a two-course sequence in which either course can be taken first. The course is required for students majoring in Geology, Geophysics, or Environmental Geoscience. It is also open to students who wish to explore these fields and also obtain Core credit. Topics include the properties and origins of rocks and minerals, methods for determining geological history and the ages of rock bodies, the deformation of rocks and mountain building, weathering of rocks and erosion, dynamics of surface and subsurface water flows, and coastal processes. Laboratory (GE 133) provides practical experiences in the identification of rocks and minerals in both the laboratory and field.

*David C. Roy*

**GE 134 Introduction to Geology and Geophysics II (Spring: 3)**

*Corequisite:* GE 135

**Satisfies Natural Sciences Core Requirement**

**May be taken without GE 132 with permission of instructor**

This course is a continuation of GE 132 with an emphasis on geophysical aspects of the geological sciences. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A required laboratory (GE 135) gives students hands-on experience.

*Alan Kafka*

**GE 135 Introduction to Geology and Geophysics II Laboratory (Spring: 1)**

*Corequisite:* GE 134

**Lab fee required**

This laboratory course gives students hands-on experience with many of the subjects discussed in GE 134.

*Alan Kafka*

**GE 143 Geologic Hazards of Volcanoes, Landslides, and Earthquakes (Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the contrasting types of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C., and the entire city of Martinique in 1902; more recent disasters such as the Vaiont dam disaster and Mount St. Helen's explosion and the prediction of earthquakes in California and the eastern United States. Two 75-minute lectures each week.

*E.G. Bombolakis*

**GE 146 Origin and Evolution of Life on Earth (Fall: 4)**

*Corequisite:* GE 147

**Satisfies Natural Sciences Core Requirement**

An introduction to the study of how life began on our planet. 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. For example, the course lectures include the study of the oldest fossils, chaos theory, cellular biology, prebiotic molecules and the search for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth. The course makes extensive use of the internet as a learning resource.

*Paul K. Strother*

**GE 150 Astronomy (Spring: 4)**

*Corequisite:* GE 151

**Satisfies Natural Sciences Core Requirement**

Astronomy is a classic science dating from the very beginnings of recorded history that has strongly influenced the development of physics, mathematics, philosophy and theology. Modern astronomy uses a complex array of sophisticated tools that present an exciting world of discoveries and ever-changing views of our universe, which affect our understanding of the human role in the Universe. The focus of this course will be for the student to gain a broad understanding of astronomy as a science, of its fundamental concepts, and of current research areas. The course includes telescope observations (GE 151), naked eye observations and use of Internet resources.

*Andrew Lazarewicz*

**GE 157 Oceanography I (Fall: 4)**

*Corequisite:* GE 158

**Satisfies Natural Sciences Core Requirement**

This course is an investigation of the world's ocean basins and coastlines. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean tides and currents. An understanding of the ocean's role in the health and evolution of the planet is stressed. The second semester emphasizes coastal and biological oceanography.

Three hours of lecture and one two-hour laboratory (GE 158) per week.

*Gail C. Kineke*

**GE 160 Oceanography II (Spring: 4)**

*Corequisite:* GE 161

**Satisfies Natural Sciences Core Requirement**

**Second semester can be taken without the first semester (GE 157)**

This course is an investigation of the world's oceans and coastlines with special emphasis on coastal areas and the animal and plant life in the sea. Areas of investigation include: the evolution, ecology and physical processes acting on beaches, coral reefs, estuaries, and deltas—areas where the ocean meets land and where most of ocean life exists. Our effect upon and benefits from these environments and ecological niches is stressed. Three hours of lecture and one two-hour laboratory (GE 161) per week.

*Gail C. Kineke*

**GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

Technology and population growth are increasingly causing us to alter our planet at rates much faster than the geologic time that the Earth commonly needs to recover from our use and abuse. Multimedia-enhanced lectures will explore areas in which the human species is affecting the Earth's long-term physical-chemical



system by consuming and polluting its resources. The focus will be on geological issues critical to the future and that place limits on what we must do and how to plan for a sustainable future. Topics discussed include population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and the energy supplied to us from coal, oil and nuclear power. Topics will be geared for the non-science major, with the purpose of objectively providing all students with information relevant to public debate and an informed citizenry. Three 50-minute multimedia-enhanced lectures per week.

*Judith Hepburn*

**GE 168 Environmental Geosciences II: Earth Processes and Risks (Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

**This course may be taken independently of GE 167**

This course emphasizes the ways in which humans interact with natural processes operating on and within the Earth. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their flooding hazards, landslides, long and short-term climatic changes and events that might cause the extinction of life itself. A particular emphasis will be on risk assessment and on the human alterations that affect natural processes and that impact on our relationship to the Environment. Three 50-minute multimedia-enhanced lectures per week.

*Judith Hepburn*

**GE 172 Weather, Climate and the Environment I (Fall: 4)**

*Corequisite:* GE 173

**Satisfies Natural Sciences Core Requirement**

The earth's atmosphere is a dynamic system, causing weather changes on a daily basis, 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 historic analogs. 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 such as the greenhouse effect and ozone holes are explored. Two 75-minute lectures and one discussion/laboratory (GE 173) per week.

*John E. Ebel*

**GE 175 Weather, Climate and the Environment II: Global Warming (Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

**This course may be taken independently of GE 172**

Are humans performing a massive experiment on the Earth? This course explores the theory of global warming in its entirety, for students at all levels. What are the mechanisms driving climate change? How big are the expected changes? Do we really need to change our habits? Topics will include: factors that govern climate change, climates of the past, modeling the climate, impacts of climate change, relevance, weighing the uncertainty, and actions to slow and stabilize climate change. Students will ultimately integrate what they have learned with how they choose to think and act. This course is the perfect interdisciplinary medium; you will get a taste of fields as diverse as chemistry, geology, environmental science, ecology and physics.

*Kevin G. Harrison*

**GE 177 Cosmos (Fall: 3)**

**Satisfies Natural Sciences Core Requirement**

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space pro-

grams, including Apollo (moon), Viking and Pathfinder (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune), Magellan (Venus) and Galileo (Jupiter) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the solar system. The question of life on other planets, particularly Mars, will be discussed. Throughout the course, the fundamentals of how science works will be emphasized. Lectures will be supplemented by various films, slides and computer-generated graphics.

*J. Christopher Hepburn*

**GE 187 Geoscience and Public Policy (Spring: 3)**

*Corequisite:* GE 188

**Satisfies Natural Sciences Core Requirement**

We are confronted daily with news of environmental problems that cannot be fully understood without a basic understanding of scientific principles. In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

*Alan Kafka*

**GE 192 Earth Under Siege (Fall: 3)**

*Prerequisite:* High school chemistry

**Satisfies Natural Sciences Core Requirement**

This course offers a basic understanding of the interaction of the physical environment that surrounds us and the human activities that are affecting it. The fundamental scientific concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

*Rudolph Hon*

**GE 197 The Dynamic Earth (Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

This course explores the geological dynamics of Earth as in surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards. Understanding the processes of Earth is important to our long-term inhabitation of the planet.

*David C. Roy*

**GE 220 Earth Materials (Spring: 4)**

*Prerequisites:* GE 132, or equivalent

*Corequisite:* GE 221

**Lab fee required**

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, metamorphic, and sedimentary processes are investigated to develop the classifications of these groups of rocks. Lastly, the weathering of rocks at the Earth's surface and the formation and classification of

soils will be discussed. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.

*J. Christopher Hepburn*

**GE 250 Environmental Geology: Environmental Site Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)**

*Prerequisites:* GE 132-133, or equivalent

*Corequisite:* GE 251

Students enrolled in this course will be asked to learn and experience practical field and laboratory exercises that parallel the complete sequence of federal and state mandated investigations needed for the complete environmental characterization of a site. Topics that will be covered include the following: subsurface investigations by direct and indirect methods, laboratory characterization of geological material, characterization and composition of groundwater, EPA analytical methods for groundwater testing for the presence of contaminants and pollution, methods of remediation and other related topics. Laboratory exercises (GE 251) will follow an established protocol of field investigation, drilling, surveying, material characterization, computer applications and technical report preparation.

*Rudolph Hon*

**GE 297 Environmental Hydrology (Fall: 3)**

*Prerequisites:* GE 132-133 or equivalent

An introduction to hydrological processes on and near the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in ground water hydrology and the environment will be stressed.

*Dale Weiss*

***Undergraduate and Graduate Course Offerings***

**GE 330 Paleontology (Fall: 4)**

*Prerequisites:* 1 year of introductory geology, or 1 year of introductory biology, or permission of the instructor

*Corequisite:* GE 331

**Cross listed with BI 341**

We will discuss the understanding of biological systems that can be gained from the geological record. The emphasis will be on how we know what we know. Methods in paleontology including some basic statistical analysis, preparation, morphological and taxonomic analysis will be considered. We will also look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme; we will examine the earliest beginnings of life on Earth and see how the fossil record shows the radiation of life from simple cells to the wide variety of organisms that exist today.

*David Krauss*

**GE 372 Petrology I (Fall: 4)**

*Prerequisites:* First year chemistry, GE 132, GE 220, or equivalent

*Corequisite:* GE 373

This course has two parts, silicate mineralogy/optical mineralogy and igneous petrology. During the first part of the course, the mineralogy of the silicates is reviewed and then applied, along with studies of the physics of the interaction of light with crystalline matter, to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams to understand igneous rock formation. In the

laboratory (GE 373), students will learn to use the polarizing microscope to identify mineral separates in oils and minerals and rocks in thin section.

*Rudolph Hon*

*J. Christopher Hepburn*

**GE 374 Petrology II (Spring: 4)**

*Prerequisites:* GE 372, or equivalent

*Corequisite:* GE 375

This course, a continuation of GE 372, is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course, the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism, including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. In the laboratory (GE 375), the petrography of sedimentary and metamorphic rocks will be examined in hand sample and thin section.

*J. Christopher Hepburn*

*David C. Roy*

**GE 385 Structural Geology II, Analytical Aspects (Fall: 4)**

*Prerequisite:* GE 132 and 134 or equivalent; one year of college calculus; PH 211 or equivalent

*Corequisite:* GE 386

A history of the development of structural geology will be presented during the first several lectures. Then an in-depth analysis will be given of basic principles (such as Newtonian mechanics, stress, and strain) required for quantitative analyses of fracture, faulting, folding, and igneous intrusions. Examples of their application will include the Southern Appalachians, the Southern Canadian foreland fold-and-thrust belt, the Wyoming fold-and-thrust belt, the Alps, and the Caucasus fold-and-thrust belt. One additional two-hour problem session laboratory per week (GE 386).

*E.G. Bombolakis*

**GE 391 Introduction to Geophysics (Fall: 3)**

*Prerequisites:* GE 134; MT 102-103; PH 211-212, or permission of instructor

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.

*Alan Kafka*

**GE 392 Environmental Geochemistry: Living Dangerously (Spring: 4)**

*Prerequisite:* 1 year of calculus or chemistry; or ability to do word problems that involve unit conversions

*Corequisite:* GE 393

This course will introduce upper level undergraduate science majors and graduate students to environmental geochemistry. Studying atmospheric, terrestrial, freshwater, and marine geochemistry will provide a context for understanding environmental problems. Topics include aqueous geochemistry, environmental chemical analysis, nature and sources of hazardous wastes (environmental chemistry, reduction, treatment and disposal), acid rain, ozone hole, nuclear winter, and drinking water. Interested students from disciplines beyond geology are welcome. Geology and environmental geology majors will find this course good preparation for today's job market. A weekly two-hour laboratory/discussion section (GE 393) supports lecture topics. Students will use: an ICP, Carlo Erba NC

2100 Soil Analyzer, and Hewlett-Packard 6890 Gas Chromatograph to measure contamination in drinking water, carbon and nitrogen in soil and CO<sub>2</sub> and other greenhouse gasses.

*Kevin G. Harrison*

**GE 393 Environmental Geochemistry Laboratory (Spring: 0)**

*Corequisite:* GE 392

This is a weekly two hour lab/discussion section that supports the lecture topics in GE 392. Lab equipment includes an ICP, Carlo Erba NC 2100 Soil Analyzer, and Hewlett Packard 6890 Gas Chromatograph. The ICP will be used to measure trace metals in drinking water before and after filtration. The Carlo Erba NC 2100 Soil Analyzer will be used to measure carbon and nitrogen in soil, sediments, and vegetation. These measurements help quantify fluxes between terrestrial carbon pools and the atmosphere. Students will also use a Hewlett Packard 6890 gas chromatograph to measure fluxes of greenhouse gases, such as carbon dioxide, methane and nitrous oxide, from soil.

*Kevin G. Harrison*

**GE 400 River and Lake Environments (Fall: 3)**

*Prerequisite:* GE 132

In modern times the management of river flows, their watersheds, and their sediment burden have become ever more crucial as human populations have grown. The dynamics of rivers and the networks they form will be a focus of this course. Fluid flow and sediment transport in channels and their effects on channel and valley morphology will be treated. The effects of water management on the Colorado and Nile rivers will be studied.

*David C. Roy*

**GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall: 3)**

*Prerequisites:* GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites (their extent and type) will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated for their technical soundness and cost effectiveness. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites, characterized sites that must be remediated, and criteria for assessing the completeness of remediation will be presented. The course will consist of lectures, student presentations of case studies, and field trips to sites undergoing environmental characterization and remediation.

*Randolph Martin III*

**GE 418 Hydrogeology (Spring: 4)**

*Corequisite:* GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization. Students must also register for GE 419, the laboratory/discussion group component of this course.

*David P. Lesmes*

**GE 465 Biogeochemistry of the Habitable Planet (Fall: 3)**

*Prerequisites:* GE 132, GE 134, GE 167, GE 220, GE 250, or permission of instructor

Topics include the global circulation and distribution of carbon, nitrogen, and phosphorus with an emphasis on surficial processes. Problems addressed include the implications of changing concentrations of greenhouse gases, such as carbon dioxide, thinning stratospheric ozone, and El Niño. Abiotic geochemical cycles will be discussed to set the stage for how living organisms, including man, interact with global biogeochemical cycles.

*Kevin G. Harrison*

**GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* GE 481

Practical applications of GIS technologies to data management and data processing (database queries) of georeferenced datasets (geological data, environmental data, land use/city planning, marketing and others). Students will learn the basics and principles of database management strategies (flat and relational), creating and managing geographically referenced databases, querying databases and preparing geographical outputs (maps). The course includes formal presentations and practical assignments using Arcview and Arc/Info. Assignments will cover typical datasets and information used in the geosciences, environmental studies and related fields. Students will gain working experience in applying GIS technologies (GE 481) to their studies and research, as well as learning how to apply it in the marketplace.

*Rudolph Hon*

**GE 518 Estuarine Processes (Spring: 4)**

*Prerequisite:* Permission of instructor

This course is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. The course is geared toward junior-level science majors and has a significant field component for individual projects that can be continued for senior thesis work. Beginning graduate students can use the course as an opportunity to do original research for Masters projects. Class meetings through spring semester are used for readings and discussions from scientific literature, definition of research problems as a team, and introduction to data analysis and interpretation using results from prior field experiments and the numerical processing package MATLAB. The field component is a one to two week field excursion using a coastal research vessel and is an introduction to marine science field methods, collection of data for individual projects, and preliminary interpretation of results.

*Gail C. Kineke*

**GE 542 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (Spring: 3)**

Through guest lecturers, experts in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

*Charles M. Spooner*

**GE 580 Environmental Seminar (Spring: 3)**

*Prerequisites:* Undergraduates need permission from the Director of Environmental Studies, or the instructor

*Corequisite:* GE 581

This interdisciplinary seminar is for students in the Environmental Studies Program or Environmental Geoscience Majors (with the permission of the instructor). During the semester, we will evaluate the impact of environmental contamination on the

residents of Boston and its surrounding communities, as well as other communities within Massachusetts, New England, and throughout the world. The topics covered in the seminar will be motivated by specific case histories. Readings will pertain to the scientific, social, and political aspects of these environmental problems. Several field trips and guest lectures by environmental specialists will be arranged throughout the semester.

*David P. Lesmes*

**GE 596 Reading and Research in Environmental Geology (Fall/Spring: 3)**

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 597 Reading and Research in Geology (Fall/Spring: 3)**

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 598 Reading and Research in Geophysics (Fall/Spring: 3)**

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 599 Scholar of the College (Fall/Spring: 3)**

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University Scholar of the College honors program.

*The Department*

**Graduate Course Offerings**

**GE 655 Exploration Seismology (Spring: 4)**

*Corequisite:* GE 656

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. Discussion/laboratory (GE 656) is a corequisite for this course which is an introduction to seismic field and interpretation techniques.

*John E. Ebel*

**GE 692 Earth Systems Seminar I: Marine Geological Processes (Fall: 3)**

Upper level undergraduates may enroll by permission of the instructors.

This course is an interdisciplinary investigation of geological, geochemical, and geophysical processes unique to the marine environment. Students will be introduced to the fundamental concepts and processes of these areas in order to address current hot topics through discussion of scientific literature and individual research projects. Topics include, but are not limited to, coastal oceanography

and sedimentation, marine chemical cycles and how they are altered by humans, and geophysical processes such as plate tectonics. The course is open to all graduate students.

*Gail C. Kineke*

*Kevin G. Harrison*

*Alan Kafka*

**GE 794 Seminar in Geology (Fall: 3)**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

**GE 795 Seminar in Geophysics (Fall: 3)**

This course is an analysis and discussion of topics of current interest in geophysics.

*The Department*

**GE 796 Seminar in Geology (Spring: 3)**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

**GE 798 Reading and Research in Geophysics (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment**

A research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

**GE 799 Reading and Research in Geology (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment**

A research study of a topic in geology under the supervision of a faculty member.

*The Department*

**GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

**GE 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**German Studies**

**Faculty**

**Christoph Eykman**, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

**Michael Resler**, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

**Rachel Freudenburg**, *Assistant Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

**Departmental Notes**

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu.
- World Wide Web: <http://www.bc.edu/germanic>

**Undergraduate Program Description**

The German major aims to prepare students not only for further study, but also for a professional life which is enhanced through a knowledge of German language, history and culture.

**Major Requirements**

The following curriculum is applicable through and inclusive of the Class of 2000:

*Major Requirements (12 courses):*

- 2 (GM 201-202) German Composition and Conversation
- 2 (GM 210-211) History of German Literature
- 4 Courses in German literature or culture
- 2 Courses in subjects related to German culture, for example:
  - FA 341 The Age of Durer
  - HS 443 Contemporary Germany
  - MU 290 Wagner
  - PL 455 Kierkegaard and Nietzsche
  - TH 460 The Holocaust (or others subject to departmental approval)
- 2 Elective courses either in German literature (in German or in English translation) or in a second foreign language

**Note for majors with transfer credits:**

Of the twelve semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The following curriculum is applicable starting with Class of 2001:

*Major Requirements (10 courses):*

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of 10 courses within the following curriculum:

- 2 (GM 201-202) Composition and Conversation
- 2 (GM 210-211) History of German Literature
- Six (6) semester courses in German literature or culture

**Note for majors with transfer credits:**

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

**Information for First Year Majors**

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He or she can select a course on German literature, culture, philosophy, history, art history, or music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 100 and above are required to complete the major.

**Graduate Program Description**

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

**GM 061 Intensive Reading in German (Summer)**

**No previous knowledge of German required**

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.

*Christoph Eykman*

**Undergraduate Course Offerings**

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

**GM 001-002 German A (Elementary I and II) (Fall/Spring: 3)**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with an interactive CD-ROM in the first semester and videos in the second. Intended for those with no prior knowledge of German as well as those with some high school background. Graduate students must either take this course for credit or register as auditors.

*Rachel Freudenburg*

*Karin Vanderspek*

*The Department*

**GM 050-051 Intermediate German I and II (Fall/Spring: 3)**

*Prerequisites:* GM 001-002 or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly*

*Christoph Eykman*

*Michael Resler*

**GM 065 Playing the Game (Spring: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**Conducted in English**

**Offered Periodically**

This course fulfills the Literature Core requirement but is also open to students who are in the major or minor program of the German Studies Department. It focuses on a perennial aspect of human life—play. Role playing and game playing are the forms of play which will be studied in a number of literary texts, all of which were originally written in German but will be read in English translation. The course will begin with a brief survey of the theories of play developed by philosophers and psychologists in the 20th century. Then, the following texts will be discussed: Heinrich von Kleist, *Amphitryon* (play); Klaus Mann, *Mephisto* (novel); Hermann Hesse, *The Glass Bead Game* (novel); Bertolt Brecht, *The Good Person of Szechwan* (play); Thomas Mann, *Confessions of Felix Krull* (novel); Heinrich Böll, *Billiards at Half Past Nine* (novel).

*Christoph Eykman*

**GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)**

*Prerequisites:* GM 050-051 or its equivalent, GM 201 or its equivalent

**Required for German majors**

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. Auditors must register.

*Christoph Eykman*

**GM 220 Goethe und Schiller (Fall: 3)**

Conducted in German

Offered Biennially

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, Kant) and musical (Haydn, Mozart, Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries.

*Michael Resler***GM 228 My Friend, My Foe, My Self— Mein Freund, Mein Feind, Mein Ich (Spring: 3)**

Conducted in German

Offered Periodically

In this course, we will look at literary and philosophical texts, as well as film and visual arts, in order to learn how different socio-historical settings have constructed varying views of friendship. Furthermore, we will ask how friendship contributes to identity, to what extent is my friend a part of myself? Where do we draw the line between ourselves and our friends? Our friends and our enemies? Why does Nietzsche call his enemies his best friends? Why is Kant wary of friendship? How does friendship develop our capacity to respond to others in an ethical manner, and how, on the other hand, does it merely promote our own narcissism?

*Rachel Freudenburg***GM 235 German Women's Film (Fall: 3)**

Cross listed with Women's Studies

Conducted in English

Offered Biennially

Who are the "German" women directors and writers of the twentieth century and what are their concerns? How have women of the German-speaking world responded to the events which have shaped the last 100 years? How have they reacted to fascism? the Holocaust? socialism? terrorism? feminism? the reunification of Germany? How has their work responded to and influenced Germany's rich and important cinematic tradition. In order to answer these questions, we will study films by Sagan, Riefenstahl, von Trotta, Sanders-Brahms, Dörrie, Holland, von Praunheim and others. By contextualizing these films within their socio-historical settings, we gain a deeper understanding of women's roles in twentieth-century history as well as the film industry.

*Rachel Freudenburg***GM 239 Knights, Castles and Dragons (Spring: 3)**

Conducted in English

Offered Biennially

A study of the masterpieces of the first great blossoming in German literature. 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 works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

*Michael Resler***GM 242 Germany Divided and Reunited (Fall: 3)**

Conducted in English

Required for German Studies Minors

Offered Biennially

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

*Christoph Eykman***GM 299 Reading and Research (Fall/Spring: 3)**

May be taken only with permission of the Chairperson

The course includes supervised readings within specific areas, for the solution of individual problems of research. By arrangement.  
*The Department*

**GM 310 Middle High German—Mittelhochdeutsch (Spring: 3)**

*Prerequisite:* Four semesters of college German (with a grade of B+ or higher) or the equivalent.

Offered Periodically

An introduction to the German literary language of the high Middle Ages. This course will focus on the reading, translating (into English) and grammatical analysis of texts composed in Middle High German (Mittelhochdeutsch), and the literary language which served as a vehicle for the chivalric and courtly literature of the late twelfth and early thirteenth centuries. Students will work with a standard Middle High German grammar and with short texts in Middle High German. In addition, one longer work will be read in its entirety. Conducted chiefly in German.

*Michael Resler***GM 699 Honors Thesis (Fall/Spring: 3)**

May be taken only with permission of the Chairperson

By arrangement.

*Christoph Eykman**Rachel Freudenburg**Michael Resler***Graduate Course Offerings****GM 061 Intensive Reading in German (Summer: 1)**

Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas. No previous knowledge of German is required.

*Christoph Eykman**Debra Prager***History****Faculty**

**Radu R. Florescu**, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**Thomas H. O'Connor**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

**Andrew Bunie**, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**John L. Heineman**, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

**Raymond T. McNally**, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

**David A. Northrup**, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**Alan Reinerman**, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

**Peter H. Weiler**, *Professor*; Chairperson of the Department; A.B., Stanford University; A.M., Ph.D., Harvard University

**Lawrence Wolff**, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

**Silas H. L. Wu**, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Paul Breines**, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

**Ellen G. Friedman**, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

**Mark I. Gelfand**, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

**Marilynn S. Johnson**, *Associate Professor*; B.A., Stanford University; M.A., Ph.D., New York University

**R. Alan Lawson**, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

**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; President

**Deborah Levenson-Estrada**, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**Roberta Manning**, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

**Rev. Francis J. Murphy**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

**James O'Toole**, *Associate Professor*; A.B., Ph.D., Boston College; A.M., William and Mary College; M.S., Simmons College

**Carol M. Petillo**, *Associate Professor*; Director of Graduate Studies; A.B., Montclair State College; A.M., Ph.D., Rutgers University

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**Alan Rogers**, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

**John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Frank Fonda Taylor**, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

**L. Scott Van Doren**, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

**Burke Griggs**, *Assistant Professor*; B.A., Stanford University; M.A., M.Phil., Ph.D., Yale University

**Cynthia Lysterly**, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

**Prasanna Parthasarathi**, *Assistant Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**David Quigley**, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., New York University

**Departmental Notes**

- Administrative Secretary: Lois Bilsky, 617-552-3802,

lois.bilsky@bc.edu

- Undergraduate Program Assistant: Karen Potterton, 617-552-2265, karen.potterton@bc.edu
- Graduate Programs Assistant: Anne Conneely, 617-552-3781, anne.conneely@bc.edu
- Faculty E-Mail: To reach any of the History department faculty members, please use the following e-mail address format: `firstname.lastname@bc.edu`
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/his/history.html](http://www.bc.edu/bc_org/avp/cas/his/history.html)

***Undergraduate Program Description***

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African History. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and for careers in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

**Major Requirements**

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a history major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are encouraged to take the Core history in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements, they will have acquired the prerequisite for elective courses taken in the junior and senior years. Note that a score of 4 or 5 on the advanced placement test in European History fulfills the two-semester university Core requirement in history, and a similar score on the A.P. test in American History fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the history major is required to complete eight additional courses, including: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior years); two courses in non-Western history; and three advanced electives (HS 301-699). Note that some advanced electives also satisfy the non-Western requirement. At least three of the electives—including two of the advanced electives—must be in a field approved by the student's History Department advisor. For a list of possible fields, please consult the Advisement Booklet for History Majors.

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Director of Undergraduate Studies. No more than two (2) courses completed in this fashion will count toward the history major requirements.

**Minor Requirements**

The history minor requires six courses. It begins with the two Core courses in history and concludes with two advanced electives (numbered 299-699). In between, students can choose two other courses freely from among the department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one of our non-Western courses. No more than six of the eighteen required credits can be satisfied through advanced placement. A maximum of two independent study courses (HS 299 Reading and Research) can count toward minor requirements.

**Information for First Year Majors and Non-Majors**

The University Core requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All History Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and West-Asian history teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the department's Core offerings, and predicate their choice based on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

*First semester:* The Italian and Northern Renaissances; the Reformation and Counter-Reformation; exploration, trade, and slavery; the development of the bureaucratic state; international relations and warfare; the Scientific Revolution and the Enlightenment; the development of capitalism; political revolutions; and social structures and gender.

*Second semester:* The legacy of the French Revolution; modern political ideologies; nationalism; modern thought and culture; the development of modern industry; imperialism, colonialism, and racism; the Russian Revolution and the World Wars; the Depression and Fascism; the Cold War and Decolonization; and social structures and gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year; but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order; the first half must be completed before enrolling in the second. Students are strongly urged to fulfill the history Core requirement in their freshman year, or at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their history Core before embarking on such studies.

All the Core history courses numbered HS 001-002 through HS 079-080 consist of large classes taught by a team of professors (either jointly or by splitting the year between them). All Core classes meet twice each week for lectures, and a third time in groups of 15-20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students, and HS 081-082 is taught in small classes (35

students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their history Core courses out of the usual semester pattern.

**Graduate Program Description****Introduction**

The M.A. and Ph.D. degrees are offered with concentrations in Medieval history, Early Modern European history, Modern European history, American history and Latin American history. The department also offers coursework in African history, Middle Eastern history and Asian history.

The Department sponsors interdisciplinary work leading to Master's degrees in European National Studies and in Medieval Studies. The Master's of Art in Teaching (M.A.T.) program is administered by the Graduate School of Education. It requires admission to both the Graduate School of Education and to the Department of History. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. For further information on the M.A.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at (617) 552-4214.

**Doctor of Philosophy in History**

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

*Faculty Advisor:* During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

*Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

*Plan of Study:* By the conclusion of the first semester, and after full consultation with their faculty advisor and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal course work in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies, students may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of



study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

*Language Requirements:* Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in American History may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

*Comprehensive Examination:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members, two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

*Dissertation:* Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals must be approved by the faculty advisor and must be completed by the end of the semester following the passing of comprehensive exams. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

### Master of Arts Programs

*Requirements:* The M.A. degree in history requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

*Plan of Study:* All candidates for the M.A. in history are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (twenty-one hours) can be taken in the major field. Major fields for the M.A. are the following:

- American History
- Medieval History
- Early Modern European History
- Modern European History (encompassing English, Irish, Continental European, Eastern European, and Russian)
- Latin American History

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example,

could include a field in economic, social or labor history; or could concern race, gender or world history. Minor fields must be approved by the Director of Graduate Study.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

*Language Requirement:* Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

*Exam and Thesis:* Students must take an oral comprehensive examination administered by the student's advisor and two additional faculty members, one from the major and one from the minor area.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

### European National Studies

The M.A. in history is also offered in a program on the history and language of a single European nation. At present programs are offered in British, French, German, Irish, Russian and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least six credits should be general European surveys, including one colloquium, and at least nine credits in the history of one European nationality, including a seminar in which that national language is used for research. Except for those in British and Irish Studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only six credits in language and literature courses and then be exempted from six credits of work toward the degree.

Students in Irish Studies, in addition to 30 credits in history, Irish literature and other relevant disciplines, must take six credits in beginning Irish Gaelic. Students in British Studies must take a total of 30 credits in history, English literature and other appropriate courses, as well as fulfill the department's usual foreign language requirement.

### Medieval Studies

Students interested in the M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is

doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

#### Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in history is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application) and all the application forms.

#### Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Masters program should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467, e-mail: [Conneela@bc.edu](mailto:Conneela@bc.edu)

#### Ph.D. Fields of Study

##### American History

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social and Economic
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women

##### Medieval

- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Carolingian
- Anglo-Norman and Angevin
- Byzantine

##### Early Modern European History

- Religion
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France
- Early Modern Spain

##### European History

- European History 1789-1914
- European History 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social and Economic
- Diplomatic
- Imperialism
- Modern Britain
- Modern France
- Modern Germany
- Modern Ireland
- Modern Italy

##### Russian and Eastern European History

- Eastern Europe
- Pre-Revolutionary Russian History
- Soviet
- Polish

##### Latin American History

- Colonial Latin America
- Modern Latin America
- Central American/Caribbean

##### Other Areas—(Minor Only)

- China
- Africa
- Middle East
- South Asia
- World

#### Undergraduate Course Offerings

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

#### HS 001-002 Modern History I and II: Cultural and Institutional History (Fall/Spring: 3)

Followed in spring semester by HS 002

This course, although intensive and demanding, is designed for any student (major or non-major) who is interested in tracing the evolution of western society to the present day. It presents an interpretation of the broad lines of historical development from about 1500 to the present day. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of these factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism.

*The Department*

#### HS 005-006 Modern History I and II: Social and Economic Development I (Fall/Spring: 3)

Followed in spring semester by HS 006

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the urbanization and industrialization of Europe, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism, the causes and consequences of wars and revolutions, and the impact of social and economic changes on the West. The first semester of the course will cover the period from the late Middle Ages to the French Revolution. The second semester will cover the period since the French Revolution.

*Robin Fleming*

*Paul Spagnoli*

#### HS 011 Modern History I: Political and Social History I (Fall: 3)

Followed in spring semester by HS 012

This course will survey the major developments in Europe from the Renaissance to the French Revolution. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

*Lawrence Wolff*

**HS 012 Modern History II: Political and Social History II (Spring: 3)**

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

*Paul Breines*

**HS 015-016 Modern History I and II: Cultural History of Modern Europe I (Fall/Spring: 3)**

**Followed in spring semester by HS 016**

This course examines the interactions of the persons, ideas, institutions, and movements that have shaped the European experience from the Renaissance through the Reconstruction of Europe after World War II. The special emphasis during the first semester will be on the Renaissance, and the Reformation, the discoveries of explorers and scientists, and the Enlightenment. The second semester will cover the period since the French Revolution.

*Rev. Francis Murphy*

**HS 019-020 Modern History I and II: Political and Intellectual History I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 020**

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era. The second semester will cover the period since the French Revolution.

*The Department*

**HS 023-024 Modern History I and II: Social and Cultural History I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 024**

This course surveys the evolution of western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

*Prasanna Parthasarathi*

*Peter Weiler*

**HS 027-028 Modern History I and II: Political and Cultural History of Modern Europe I and II (Fall/Spring: 3)**

**Followed in Spring Semester by HS 028**

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

*John Rosser*

*Alan Reinerman*

**HS 031-032 Modern History I and II: Europe and the Atlantic Community I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 032**

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution. The second semester of the course will focus upon the industrial revolution and the Atlantic orientation of development; the development of liberal democracy, socialism, and fascism; and the era of decolonization and national liberation.

*Alan Rogers*

*Kevin O'Neill*

**HS 041-042 Modern History I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 042**

This course is a survey of interactions between Europeans and Americans and the impact of the expansion of these societies on non-Europeans since 1500. In particular, the class will consider emerging and conflicting ideas about such issues as religion, science, politics, and the structure of society. Special attention will be given to the revolution in attitudes about race, the individual, and the family that characterized this period.

*The Department*

**HS 045-046 Modern History: Social and Political Evolution I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 046**

This is a study of European social and political history from 1500 to the present. Special emphasis will be placed on nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies, and the changing position of women. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

*The Department*

**HS 051 Modern History I: Political and Social History (Fall: 3)**

*Corequisite:* HS 053 Discussion Section

**Followed in spring semester by HS 052**

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion and the birth of modern politics.

*The Department*

**HS 052 Modern History II: Political and Social History (Spring: 3)**

*Corequisite:* HS 054 Discussion Section

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

*The Department*

**HS 059 Modern History: Europe in the World I (Fall: 3)**  
**Followed in spring semester by HS 060**

This course explores the ways in which Europe has related to the rest of Eurasia, particularly, the Middle East, the Indian Subcontinent, and China and Japan. Of central importance is the rise of northwestern Europe to create and dominate the modern world system. We will examine such topics as the growth of modern state authority, the challenge of Ottoman power, the disintegration of Christian unity, the complex implications of science, European expansion, the Enlightenment project, the French Revolution, the causes of the first Industrial Revolution, the socialist challenge, the rise and fall of the “new imperialisms,” nationalism, and counter-nationalism, the world wars, facism, the welfare state, the cold war, and the implications of its end for the future of Europe and the world. The first semester will cover the period from the Renaissance through the French Revolution.

*Benjamin Braude*

**HS 060 Modern History: Rise of Europe: East/West II (Spring: 3)**

Not long ago the oil wealth of the Middle East seemed to threaten the prosperity of the West—such a fear is not completely new. In 1500, Europe also trembled before a Middle Eastern power, the Ottoman Empire. Over the centuries Europe built a resilient system of states, introduced scientific and technological innovations, fostered economic growth, and expanded its territory overseas. By the beginning of the twentieth century Europe was all-powerful. What have been the factors behind Europe’s rise to power during this early period? What has undermined Europe subsequently? The second semester of the course will cover the period since roughly 1800.

*The Department*

**HS 063-064 Modern History: Institutional and Cultural History of Modern Europe I and II (Fall/Spring: 4)**

This intensive course is designed for honor students (whether major or non-major) who are interested in tracing the evolution of Western society to the present day. It presents an interpretation of the broad lines of historical development since about 1500. Though mainly focused on Western Europe, it argues that the expansion of European power and influence that began in the sixteenth century and continues to this very day makes knowledge of these European developments essential to an understanding of the non-European world as well. Emphasis will be placed on interrelationships between the world of ideas and the arts on one hand, and the political, social and institutional stresses and changes that followed. In the first semester, major topics will include the rise of absolute bureaucratic nation-states, the organization of society and of work in the Old Regime, and the rising pressure for change and reform in the 18th century.

*Thomas Perry (Fall)*

*John Heineman (Spring)*

**HS 079-080 Modern History: Africa’s World I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 080**

This course examines modern world history from an African vantage point. Because of the importance of European contacts with Africa after 1400, telling Africa’s story of necessity involves telling Europe’s, i.e., explaining how and why Europeans were able to have such a formidable effect on Africa (as well as on the rest of the world). Africa’s story is also closely linked to the Americas and Asia through migration, commerce, and exchanges of ideas.

*David Northrup*

**HS 081-082 Modern History: Political and Social History I and II (Fall/Spring: 3)**

**Followed in spring semester by HS 082**

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion, the birth of modern politics, imperialism, war, fascism and communism, decolonization, and the Cold War. The second semester will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union.

*The Department*

**HS 093 Modern History: Political and Social History I (Spring: 3)**

**This is a reverse sequence section of the Core. This is the first half of the history Core, although it is taught during the second semester.**

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion and the birth of modern politics.

*The Department*

**HS 094 Modern History: Political and Social History II (Fall: 3)**  
**This is the second part of the Core, but it is given in the fall semester.**

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

*The Department*

**HS 107 Internship (Fall/Spring: 1)**

*Prerequisite:* Any two semesters of HS 001 through HS 093

A one credit pass/fail educational experience.

*Department*

**HS 130 History of Boston (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city’s physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

*Andrew Bunie*

**HS 143 Adolf Hitler and the Third Reich (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

In the light of recent scholarship, much new and important information is now available on Hitler’s Germany. This course will attempt to survey that new literature and present a cohesive and up-to-date interpretation of the Nazi phenomenon. Special emphasis will be placed upon a reexamination of traditional theories concerning the nature of Nazism, the Holocaust, and World War II. The focus, however, will be upon domestic and foreign policies which will be studied through a series of newly discovered and translated primary sources, and numerous feature films of the period.

*John L. Heineman*

**HS 148 Introduction to Feminisms (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with EN 125/SC 225**

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

*Ellen Friedman*

**HS 149 Balkan Civilizations (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with PO 407**

A study of the non-western historical civilizations of the Balkan nations including Bulgaria, Romania, Greece, Serbia, and Turkey. The course consists of three parts: (1) early Slavic and Turkish history with an emphasis on differing languages, cultures, and ethnicities; (2) the religious and intellectual aspects of the modern history of these non-western nations, especially the influences of Eastern Orthodox Christianity and Islam; (3) nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states.

*Nicholas Racheotes*

*Kathleen Bailey*

**HS 153 History of China (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A survey of Chinese history from the Classical Age to the present with emphasis on ideas and institutions and with attention also to social, political, and international developments.

*Silas Wu*

**HS 154 History of Modern Japan (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A survey of modern Japanese history from the 17th century to the present. Major subjects include the legacy of the Tokugawa era, the Meiji Restoration, rise of ultra nationalism and militarism, World War II, occupation and post-war spectacular recovery, as well as Japan's status and problems as an economic superpower.

*The Department*

**HS 160 Germany Divided and Reunited (Fall: 3)**

**Cross listed with GM 242**

See course description in the German department.

*Christoph Eykman*

**HS 181-182 American Civilization (Fall/Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society. This course is a two-semester sequence, HS 181-182, which divides roughly around the Civil War and Reconstruction.

*The Department*

**HS 196 Ireland in the Nineteenth Century (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will examine the political and social history of Ireland from the Rebellion of 1798 to the Easter Rising of 1916. A single text, novels, short stories, film and a pre-famine diary describe

the complexities of nineteenth century Irish society. Authors include Maria Edgeworth, James Joyce and Humphrey O'Sullivan. Topics emphasize the Great Famine, the influence of Daniel O'Connell, Parnell and the Land War, the Crisis of Home Rule, the Gaelic Revival and the emergence of the Irish Republican Brotherhood.

*Robert Savage*

**HS 208 Middle East in the Twentieth Century (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

*Benjamin Braude*

**HS 211 Revolutionary Britain, 1603-1689 (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course surveys the history of the British Isles during its decisive period, when religious hatreds, social tensions, and political conflicts led to civil war and the first revolution in European history. Within the span of a century, revolutions in politics, religion, and government transformed England from a second-rate state into one of the leading powers of the world, while similarly momentous revolutions in science, philosophy, and literature brought British thought and culture to the forefront of Europe. As a course in English history, it takes advantage of a wide variety of primary sources.

*Burke Griggs*

**HS 213 U.S. Foreign Policy and South Africa (Fall: 3)**

**Cross listed with BK 365**

See course description in the Black Studies department.

*James Woodard*

**HS 215 Gay and Lesbian History 1895-1995 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in France, Germany, England and the U. S.; second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History (as if sexuality were not involved) as, in part, the history of heterosexuality; and third, to examine some of the features and functions of fears about homosexuality and homosexual people.

*Paul Breines*

**HS 234 Religion and Politics in Twentieth Century India**

**(Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

We will explore the factors which gave rise to religious animosities in twentieth-century India and the grave consequences of these animosities. Topics will include British colonial attitudes to religious differences, the histories of Muslim and Hindu political parties, the communal riot as conflict over the public space, the partition of the subcontinent into India and Pakistan, gender and religious politics, and the revival of Hindu nationalism in post-colonial India.

*Prasanna Parthasarathi*

**HS 235 American Catholic History (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094.

This course will examine the history of the Roman Catholic church in America from 1492 to the present. Though the territory which became the United States was first settled by Europeans who

were part of the Catholic tradition, Catholicism has, for the most part, existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of educational and charitable institutions. Special attention will be given to popular expressions of religious belief by ordinary men and women, especially the rich devotional culture of the nineteenth and early twentieth centuries.

*James O'Toole*

**HS 239 The History of Central America (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Since the European invasion in the 1500s to the present day, the Central American region has been distinguished by the shabbiness of its cities, the creativity of its cultures, and the longevity of its colonial institutions and rural communities. This course will discuss the many distinctive and original paths the people of Central America have traveled; specific attention will be paid to why and how identities have changed over time.

*Deborah Levenson-Estrada*

**HS 241 Capstone: Boston's College—Your Life (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with UN 532**

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts and their futures.

*Marie McHugh*

*J. Joseph Burns*

**HS 244 History of American Religion (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore the varieties of religious experience in America from the establishment of European colonies in the seventeenth century to the present. What have been the major religious movements in the United States, which has been described as “a nation with the soul of a church”? Surveying the major denominations and groups, especially within Christianity and Judaism, we will examine what Americans have believed about fundamental religious questions: the nature of God; the nature of human beings; the organization of the church; the responsibilities of believers in society. We will also examine what religious people have done on the basis of their beliefs, including the establishment of educational and social welfare programs. We will study the ideas and actions of both religious leaders and average believers.

*James O'Toole*

**HS 258 Survey of the History of Puerto Rico (Spring: 3)**

**Cross listed with BK 212**

See course description in the Black Studies department.

*Felix Matos-Rodriguez*

**HS 261 Barbarian Europe (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

From the third to the eleventh century large numbers of people were on the move in Europe. These newcomers changed Europe profoundly. Because of them the Roman Empire in the West was

first transformed, then destroyed. New social and political institutions appeared in Europe as these newcomers were assimilated, and an astonishing new culture emerged. The first post-Roman states in the West coalesced because of these immigrants and invaders, and central institutions of the Middle Ages—monasticism, castles, a militarized aristocracy, the bureaucratic state—were very much products of them.

*Robin Fleming*

**HS 267 Modern Latin America (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

*Deborah Levenson-Estrada*

**HS 268 Culture, Race, and Social Structure in Colonial Latin America (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

This class is a survey of three centuries, from the initial Caribbean encounter of Iberian, African, and Indigenous cultures and races, to the birth of Latin America's independent—culturally and racially-mixed nations. The processes of colonial rule, the nature of interaction between social groups (including the relationship between race and class), and the cultural impact of the colonial experience upon all Colonial Latin America's peoples are emphasized. Attention is given to the institutions, cultures, attitudes, and fortunes of Spaniards and Portuguese; Aztecs, Mayas, and Incas; and African slaves—thereby revealing the roles played in colonial society by a wide variety of peoples.

*The Department*

**HS 272 Introduction to Russian, Soviet and East European Studies (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Open to freshmen and sophomores**

**Upper class students will be admitted with the permission of the instructors**

This course provides the student with the key themes, theories, and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

*The Department*

**HS 283-284 Afro-American History I and II (Fall/Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core requirement**

**Cross listed with BK 104-105**

See course description in the Black Studies department.

*Karen K. Miller*

**HS 290 The Roaring Twenties and the Great Depression (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course examines the period between the two world wars in terms of the themes, preoccupations, and cultural developments that characterized the two decades. Major emphases will be upon the

contrast between the political void of the Twenties and activism during the Depression; hero worship; the growth of organized sports; the Harlem Renaissance; the golden age of movies; literary and radical dissent; and the second coming of world war. Because the era was the time of prime development for film, we will resort heavily to that form of imagery.

*Alan Lawson*

**HS 292 The Witch, the Church, and the Law (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

*Virginia Reinburg*

**HS 299 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

**HS 300 Study and Writing of History (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Each section offers a different topic.

Courses numbered HS 300 are open to History majors and are required of majors in the Class of 1995 and thereafter. The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documented material, government documents and to prepare a major research paper.

*The Department*

**HS 300.05 Study and Writing of History: Byzantium and the Crusades (Fall: 3)**

*Prerequisite:* History major status; any two semesters of HS 001 through HS 093

Why did the Crusading movement, called by Pope Urban II in 1095 to fight Muslims in the Holy Land, end up storming the walls of Constantinople in 1204 in order to destroy the Christian empire of Byzantium? This is the central question that the course attempts to answer, and it will do so through an examination of primary sources in translation. Our consideration looks at the deterioration of East-West relations in the centuries immediately preceding the conquest of Constantinople, and focuses on how the Crusading movement threatened Byzantium from its very conception in 1095.

*John Rosser*

**HS 300.13 The Study and Writing of History: Boston Neighborhoods (Spring: 3)**

*Prerequisite:* Any two semesters of HS 005 through HS 094; history major status

*Andrew Bunie*

**HS 300.17 Study and Writing of History: Public Works in Boston (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Students in this course will prepare research papers on a specific construction project built in the Boston region during the last 150 years. These papers will examine the political as well as physical issues generated by the project. Possible topics include: the Central Artery, the old and new Orange Line of the T; the Quabbin Reservoir, and Boston City Hall (old and new). Students should expect to spend considerable time doing research at places such as the State House Library, the Massachusetts State Archives, and the Boston Public Library.

*Mark Gelfand*

**HS 300.22 Study and Writing of History: Jew Hatred: Transitions to Anti-Semitism (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

This course will focus not on the origins but on the much more historically problematic question of the survival of Jew-hatred. Students will choose a period for their research that will be drawn from one of the following: (1) pagan anti-monotheism, (2) Christian anti-Judaism, (3) secular anti-semitism. Students will be directed to examine the sources in order to explain how the ideas of Jew-hatred survived from one period to the next.

*Benjamin Braude*

**HS 300.28 Study and Writing of History: American West (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

*Marilynn Johnson*

**HS 300.33 Study and Writing of History: Capital Punishment (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Students will write a research paper focusing on a Massachusetts murder case, analyzing the legal, political and social issues involved in capital punishment.

*Alan Rogers*

**HS 300.44 Study and Writing of History: The Holocaust (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

*John L. Heineman*

**HS 300.47 Study and Writing of History: Peacemaking 1945 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

How do Nations make peace? The political and territorial settlements at the end of World War II were the result, not of a single far ranging Peace Conference, but of political and military decisions made by the leaders of the Allies during The War. Summit diplomacy had replaced Congress diplomacy. In this course students will examine the Conferences at Teheran, Yalta and Potsdam, compare analyses of them and write a research paper on some aspect of the process using documents and memoirs available in O'Neill Library. Students will present their papers to the class and discuss them as a group.

*Marie McHugh*

**HS 300.50 Study and Writing of History: Puritanism (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Puritanism seems an unbelievable form of Christianity. Mencken captured this scepticism when he defined Puritanism as “the suspicion that someone, somewhere, is having a good time.” Yet why, then, did hundreds of thousands of people in Europe and New England become Puritans during the sixteenth, seventeenth, and eighteenth centuries? How and why did Puritanism become such a powerful force in early modern politics? How did Puritanism motivate England’s greatest poet (Milton) and its greatest philosopher (Hobbes) to write their greatest works? This seminar seeks to answer these questions and others from a series of contemporary religious, political, and intellectual perspectives.

*Burke Griggs*

**HS 300.53 The Study and Writing of History: Gandhi**

**(Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Mohandas Gandhi was one of the seminal figures of the twentieth century. He was a brilliant political tactician and the principal leader of the Indian National Congress, which led the movement for Indian independence. At the same time, Gandhi offered a vision of a good society based on non-violence and simple living which continues to inspire many today. In this course, students will conduct primary research, largely based on Gandhi’s voluminous writings. Possible research topics include: non-violence in theory and action, the Gandhian critique of modern industrial society, the making of the Mahatma, the partition of the Indian subcontinent, the influence of Gandhian ideas on the U. S. civil rights movement, and representations of Gandhi in biographies, novels, films and music.

*Prasanna Parthasarathi*

**HS 300.60 The Study and Writing of History: History of Boston College (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

This course will introduce students to the methods of historical research and writing, using the history of Boston College as a case study. Drawing on archival sources both on and off campus, students will explore a range of issues in the history of the university since its founding in 1863, including enrollment patterns, curriculum, the campus and buildings, and the school’s role in the larger Boston community. Students will identify a research topic of interest to them, pursue that topic using sources in Burns Library and elsewhere, and will make both oral and written presentations of the results of their findings.

*James O’Toole*

**HS 300.62 Study and Writing of History: Abraham Lincoln (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

Abraham Lincoln led the North to victory in the Civil War; in the process, he transformed American democracy. A study of his life highlights many of the great struggles and central ideas in the nation’s past. This course will pay special attention to the following topics: the rise of the Republican Party; the debates with Stephen Douglas; Presidential leadership; early visions of Reconstruction; and Lincoln’s place in American popular memory. Students in the course will write a research paper on one aspect of the life and politics of Abraham Lincoln.

*David Quigley*

**HS 300.63 Study and Writing of History: Erasmus and Thomas More (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; history major status

In this course we will consider multiple facets of the relationship between More and Erasmus, and the circles of friends and opponents surrounding them. All of More’s writings and most of Erasmus’ works have now been translated into English, including dozens of letters exchanged between them. These will form the core of primary sources we will use during the semester. We will begin with several weeks of common reading in both primary sources and secondary literature. Students will then choose a topic concerning the life and activity of More and Erasmus, and write a paper based on primary research. The course will meet every week without interruption.

*Virginia Reinburg*

**HS 644 Undergraduate Seminar: Making War Making Peace (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will focus on those periods when diplomacy was able to end or prevent war (e.g., 1814-1815) and those when it failed (e.g., 1914).

*Alan Reinerman*

**HS 691 Honors Project and Thesis (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

*The Department*

**HS 692 Honors Project (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

*The Department*

**HS 695 Scholar of the College Project (Fall: 6)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Proposals for possible designation as scholar’s projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director’s Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

*The Department*

**HS 696 Scholar of the College Project (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

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*

***Undergraduate and Graduate Course Offerings*****HS 303 The Rise of Modern China (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094



This is a survey of Chinese political, social, and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919, with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

*Silas Wu*

**HS 304 Twentieth Century China (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The course will first provide an overview of the political, social, and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution (The May Fourth Movement), warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered.

*The Department*

**HS 311 African Slave Trade (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 213**

From antiquity to the late nineteenth century Black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world.

*David Northrup*

**HS 326 History of Modern Iran (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905-1911; the changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments in Iran since the revolution; and Iran's current regional and international role.

*Ali Banuazizi*

**HS 371 France 1940-1950: The Dire Decade (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will examine the "Dire Decade" which began with the fall of France in 1940 and ended with the emergence of the "New France" and the beginning of European unification in 1950. This period of convulsive change will be explored through a careful examination of the underlying causes of the collapse of France in 1940, an analysis of France's ambiguous role in World War II, Vichy, the Resistance and the Liberation, and a systematic study of the remarkable reconstruction of the country from 1945 to 1950. There will be a strong emphasis on the personal accounts of French men and women whose lives shaped those years.

*Rev. Francis Murphy*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 373**

It has been estimated that over 90 percent of the slaves imported into the Americas during the era of the Atlantic slave trade were brought into two portions of this hemisphere—the Caribbean Islands and South America. The Caribbean Islands were said to have received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure during slavery and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries. The approach taken is a comparative one.

*Frank F. Taylor*

**HS 376 Women and Gender in Latin American History (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

*Deborah Levenson-Estrada*

**HS 377 Images of Equatorial Africa (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 377**

This course analyzes the mental images that foreign and indigenous writers have constructed of Equatorial Africa and its inhabitants since 1850. The region was made known to the outside world by Henry M. Stanley's account of his exploration *Through the Dark Continent* (1878) and then by Joseph Conrad's *The Heart of Darkness* (1902), set in King Leopold II's Congo Free State. In more recent times, leaders of Uganda, the Central African Republic, Rwanda, Bunundi, and Sudan have added new grizzly tableaux to the region's sad historical panorama. Yet for all its agonies, this is also a region of happy, resourceful people, magical music, and evocative arts.

*David Northrup*

**HS 385 Introduction to Modern South Asia, 1700-1947 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the 19th century, law and gender in British India, Gandhi and Indian nationalism, and independent and partition. Readings will be supplemented by documentary and feature films.

*Prasanna Parthasarathi*

**HS 392 Immigration Since 1900 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

*Andrew Bunie*

**HS 397 A History of Sport in America (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A look at recreation, leisure, and sport as a way of life in America and as an integral part of the total society. Ranging from

urban immigrant settlement house basketball in the early 1900's to present-day Holy War—BC-Notre Dame football—emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sport and the city, the nation's love affair with heroes, and more recently with heroines, and gender issues.

*Andrew Bunie*

**HS 425 Twentieth Century Britain (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

*Peter Weiler*

**HS 431 Ireland from the United Irishmen to Partition (Fall: 3)**

*Corequisite:* Any two semesters of HS 001 through HS 094

This course will examine the political, cultural and social history of Ireland from the 1798 Rebellion to the Anglo-Irish Treaty of 1921. Authors whose work will be considered include Somerville and Ross, James Stephens and Humphrey O'Sullivan. Topics considered will include 1798 Rebellion, the Great Famine, Daniel O'Connell and the struggle for Catholic Emancipation, Parnell and the Land War, the Crisis of Home Rule, and the emergence of the Irish Republican Brotherhood.

*Robert Savage*

**HS 432 18th Century Ireland (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

*Kevin O'Neill*

**HS 434 History of Northern Ireland, 1912 to the Present (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 093

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark Good Friday Agreement will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments. All students will be required to submit an essay that will be due in mid April. The course will accommodate Mr. Hume who will lead discussions and provide lectures as his schedule permits. During the semester guest lecturers will participate in the course, offering valuable insight into developments concerning Northern Ireland.

*Paul Bew*

*John Hume, M.P., M.E.P.*

*Robert Savage*

**HS 444 The End of History? (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The end of the Cold War and the coming of the millennium have sparked a wide-ranging discussion about the direction and meaning of recent historical changes. This course will take a critical look at some of the more thoughtful and compelling arguments along these lines and provide students with an opportunity to write essays evaluating and critiquing these alternative visions of the recent past and the near future.

*James Cronin*

**HS 453 Russian History to the Revolution (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian.

*The Department*

**HS 454 Twentieth Century Russia (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The course takes as its subject the social and political history of Russia from the 1905 to 1917 Revolutions to the present day, with an emphasis on the period of Communist rule. Topics covered include the revolutionary movement, the Civil War, Stalinist industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism and the continuing Russian crisis.

*Roberta Manning*

**HS 464 Europe Between Revolution and Reaction: 1814-1871 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will examine the development of Europe from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, a period when the forces released by the French Revolution were transforming European society.

*Alan Reinerman*

**HS 466 Europe 1871-1914 (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore the development of Europe from the end of the Franco-Prussian War in 1871 to the outbreak of World War I in 1914, years when Europe had attained a position of unparalleled prosperity and world domination, but which ended disastrously with its plunge into war. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity, and the rise of European domination of the world.

*Alan Reinerman*

**HS 469-470 Intellectual History of Modern Europe I and II (Fall/Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will focus on the 19th century (1789-1914), devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves.

*Paul Breines*

**HS 488 The French Revolution (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A social and political history of France during the turbulent decade, 1789-1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the sans culottes, the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.

*Paul Spagnoli*

**HS 509 Reform in the City: Boston 1825-45 (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

A course on the major civic, social, and humanitarian reform in Boston, from the emergence as a city under Mayor Josiah Quincy, focusing on the various innovations in municipal organization, the movements for temperance, prison reform, and universal peace, the arguments for free public education, the agitation for women's rights, and the crusade for emancipation.

*Thomas H. O'Connor*

**HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices, and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the twenty-first century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

*Andrew Bunie*

**HS 514 The American Civil War and Reconstruction (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will study the Civil War and the Age of Reconstruction, paying special attention to the transformation of American politics in the second half of the nineteenth century. We will examine the conflict between North and South from a number of perspectives; military, social, and cultural. In addition, the course will consider the struggles of Reconstruction and the legacies of emancipation.

*David Quigley*

**HS 529 Interpretations of Capitalism (Fall: 3)**

*John Staudenmaier, S.J.*

**HS 538 Gender in American History (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America.

*Cynthia Lyerly*

**HS 551 U. S. 1912-1945 (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States 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 the twentieth century's two World Wars.

*Mark Gelfand*

**HS 552 U. S. Since 1945 (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the

struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

*Mark Gelfand*

**HS 570 Social Action in America (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course examines the history of social action in the United States from the 1890s to the present. Looking at the grassroots level, we will do case studies of several liberal and radical social movements including Populism, the settlement house movement, the labor movement, the civil rights movement of the 1960s, and the community organizing movement of the 1970s. In addition to the class, there is community service component that may be fulfilled through participation in PULSE or other volunteer programs in the Boston area.

*Marilynn Johnson*

**HS 616 The Scientific Revolution and its Consequences (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with PL 610**

An exploration of the great revolution of the 16th and 17th centuries that created modern science. The topics will include the following: the creation of a methodology for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution.

*I. Bernard Cohen*

**HS 654 Irish Women Emigrants: the Irish and American Context (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will be an examination of Irish women and emigration beginning with study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America. Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America. For comparative purposes we will also look at immigrant women in three other cultures—Germany, Sweden and Poland.

*Ruth-Ann Harris*

**HS 661 Life and Times of W.E.B. DuBois (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

William Edward Burghardt DuBois (1868-1963), prominent interdisciplinary scholar, activist, social critic, and author, lived and wrote about one of the most significant half centuries of post-slavery African American history. This course offers intermediate and advanced students the opportunity to examine his writings, consider DuBois as one of the most prolific historical figures of the first half of the twentieth century, and analyze his influence on the latter half of the century through readings by and about DuBois, discussion, and student-initiated research projects treating selected aspects of his life and times.

*Karen Miller*

**HS 664 Individual and Community in America (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

The tension between the individual and community has deep roots in the United States experience. As far back as the first encounter between European immigrants and African slaves with the peoples already living on this continent, long before this nation became politically independent, the men and women whose choices shaped the structures of U.S. society have wrestled with a deep desire for (and commitment to) individual freedom in tension with their equally deep need for community. Both traditions, individualism and community, have changed in the mythic and political character, over the centuries. Today, as in the past, they remain two critical poles of understanding the characteristics of individual and social life in the United States.

*John Staudenmaier, S.J. Gasson Professor*

**HS 665 Seminar in College Teaching: Women's Studies (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094; permission of instructor

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

*Ellen Friedman*

**HS 690 Slavery, Race, and Abolition in America (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will explore the central moral conflict in early America through the lens of cultural, religious, intellectual, and social history. We will examine the rise of abolition and the change in antislavery ideology and tactics over time, the proslavery argument, the way debates over slavery influence American culture and society, racism and efforts to combat it, and the widening moral and cultural rifts between North and South over slavery. We will explore these issues by reading both the original pamphlets, newspapers, and books of the era and the pivotal interpretative works by historians.

*Lynn Lyerly*

**Graduate Course Offerings**

**Graduate Colloquia**

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

**HS 812 Colloquium: U.S. Legal and Constitutional History (Spring: 3)**

Readings in American Legal and Constitutional history from 1789 to present.

*Alan Rogers*

**HS 866 Colloquium: American Social History (Fall: 3)**

Viewing history from the bottom up, this course offers a comparative examination of the American social experience in terms of race, class, ethnicity, and gender. Beginning in the early nineteenth century, we will examine the social impact of industrialization and urbanization, ante-bellum slavery and black emancipation, the transformation of the southern yeomanry, the rise of an urban working class, the transformation of family and gender relations, and the rise of youth and gay subcultures. We will also explore the origins of contemporary social conflicts and the development of social protest movements that reshaped the American political landscape.

*Marilynn Johnson*

**HS 871 Colloquium: U.S. to 1877 (Fall: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to

Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to early American history.

*David Quigley*

**HS 872 Colloquium: U.S. Since 1860 (Spring: 3)**

Focusing on significant and/or recently published works, this course will explore the historiography of major topics in modern American history including Reconstruction, Populism, American expansionism, Progressivism, the rise of consumer culture, the labor movement, immigration and African-American migration, the New Deal, the Cold War, and the emergence of civil rights, feminism, and gay and lesbian subcultures.

*Marilynn Johnson*

**HS 879 Colloquium: History of Racism (Spring: 3)**

As a focus of inquiry in North American, South American, and European history, racism has received undiminishing attention. However there have been few histories of race and racism and most of them have been culturally limited. A purpose of this course is to give students of racism a broad historical context in which to place a phenomenon which they may wish to study in their own areas of specialization. The origins and nature of racism have bedeviled scholars. This course will explore the history of this phenomenon over the centuries in order to establish its evolving characteristics. Examples to be studied will be taken from the range of historical areas which reflect the expertise and interests of students. Topics to be considered include: the so-called "Origins Debate," the Sons of Noah, eighteenth and nineteenth century European racist theories, genetics and racism, the status of Irish and Blacks in nineteenth century American culture, and the question of race and slavery in Islam.

*Benjamin Braude*

**HS 896 Core Colloquium: Early Modern European History (Fall: 3)**

This course will discuss works ranging in period from the Italian Renaissance to the French Revolution. The course is intended to explore a variety of historiographical approaches to Early Modern Europe and to discuss pedagogical issues in the presentation of historical subjects.

*Lawrence Wolff*

**HS 897 Core Colloquium: Modern European History (Spring: 3)**

**Required for all incoming Ph.D. students**

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history.

*Paul Spagnoli*

**Graduate Seminars**

**HS 913 Seminar: Carolingian/Anglo-Saxon History (Fall: 3)**

Students in the seminar will write original research papers on a topic in Anglo-Saxon or Carolingian history. This topic will be one upon which the students and professor have agreed and will be based, to a large degree, on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other members of the seminar. Latin required.

*Robin Fleming*

**HS 937 Seminar: Modern European History (Fall: 3)**

This course is designed to provide a structured setting within which students of early modern and modern European history can conceive and execute major research papers. The classes will focus

primarily on historiography, but will concentrate especially on readings designed to assist students in their choice of topics, methods and interpretive strategies. Students will be free to select topics dealing with any aspect of European cultural, social and political history on which a research project is feasible; and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language. Each student, however, will be expected to present a completed paper to the class for discussion.

*James Cronin*

**HS 975 Seminar: Women and Gender (Spring: 3)**

Graduate students will complete major research projects chosen in consultation with the professor on women or gender in America based on primary sources. In addition to exploring possible dissertation topics, students will share bibliographies of secondary sources relating to their topics, research and writing strategies, and constructive criticism. Rough drafts of the seminar paper will be read and discussed by the entire class, with students supplying written critiques of each others work. Based on these critiques and discussions, students will revise their papers and submit a final version at the semester's end.

*Cynthia Lyerly*

**HS 992 Dissertation Seminar (Spring: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method and organization. Students will be expected to report on their and to present, by the end of the course, either a dissertation proposal or a section of the dissertation itself.

*James O'Toole*

**Graduate Independent Study**

**HS 799 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of Instruction

Graduate 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.

*The Department*

**HS 801 Thesis Seminar (Fall/Spring: 6)**

A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

*The Department*

**HS 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**HS 998 Doctoral Comprehensives (Fall/Spring: 0)**

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**HS 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy.

*The Department*

**The Honors Program**

**Departmental Notes**

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, [oconnoma@bc.edu](mailto:oconnoma@bc.edu)
- Administrative Secretary: Pat Dolan, 617-552-3315, [patricia.dolan@bc.edu](mailto:patricia.dolan@bc.edu)
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/ashp/](http://www.bc.edu/bc_org/avp/cas/ashp/)

***The Structure of The Honors Program***

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

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in third year, a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

**Freshman and Sophomore Year**

In their first two years students take a course called **The Western Cultural Tradition**. This is a four-semester, six-credit course, equal to two of the five courses B.C. students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and mediaeval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel and Kierkegaard and Dostoevsky and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

**Junior Year**

In junior year students take an advanced seminar called **The Twentieth Century and the Tradition**. This two-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the

twentieth century has absorbed, criticized or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

#### Senior Year

In their final year students may choose either of two ways of finishing their work in the Program. They may write a **senior thesis**, which is ordinarily a six-credit enterprise, spread over two semesters. This may be an extended research or analytic paper, or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in an **integrative seminar** where they will re-read certain key texts that they may have studied years earlier (Plato's *Republic*, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

#### Honors Program Completion

Students will receive Honors Program designation in the Commencement program and on their permanent transcripts if they have completed the freshman, sophomore and junior courses, and either a senior thesis and/or one of the senior integrative seminars, and have maintained a minimum 3.33 GPA.

#### Undergraduate Course Offerings

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

#### HP 001 Western Cultural Tradition I (Fall: 3)

*Corequisite:* HP 002

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two three-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 (about nine percent of the freshmen class) in A&S who have been selected by the Director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

#### HP 002 Western Cultural Tradition II (Fall: 3)

*Corequisite:* HP 001

See course description under HP 001.

#### HP 003 Western Cultural Tradition III (Spring: 3)

*Corequisite:* HP 004

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two three-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 (about nine percent of the freshmen class) in A&S who have been selected by the Director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

#### HP 004 Western Cultural Tradition IV (Spring: 3)

*Corequisite:* HP 003

See course description under HP 001.

#### HP 031 Western Cultural Tradition V (Fall: 3)

*Corequisite:* HP 032

See course description under HP001.

#### HP 032 Western Cultural Tradition VI (Fall: 3)

*Corequisite:* HP 031

See course description under HP 001.

#### HP 033 Western Cultural Tradition VII (Spring: 3)

*Corequisite:* HP 034

See course description under HP 001.

#### HP 034 Western Cultural Tradition VIII (Spring: 3)

*Corequisite:* HP 033

See course description under HP 001.

#### HP 133 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the 20th century, and it is required of all Honors Program Juniors. The course describes what happened to the tradition in the 20th century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it. The main topics to be examined will be the changing representation of human beings and the world in visual art, science, literature, and film; revolution and socialism; the demoralization induced by war and especially the Holocaust; and the philosophical systems which attempted to deal with a radically changed understanding of the world.

*Joseph Appleyard, S.J.*

*Martin Cohen*

*Mary Joe Hughes*

*Michael Martin*

*Susan Mattis*

*John Michalczyk*

*James Weiss*

#### HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition (and of Modernism) 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, at the end of the 20th century, to construct a reliable identity and an adequate basis for moral choice and political action in a world whose intellectual structure is so disputed.

*Joseph Appleyard, S.J.*

*Martin Cohen*

*Christopher Constat*

*Mary Joe Hughes*

*Michael Martin*

*Susan Mattis*

*Kevin Newmark*

**HP 199 Readings and Research (Fall/Spring: 3)**

**HP 250-260 Senior Seminars**

Senior Seminars focus on contested topics in our culture and encourage students to grasp the connections between these issues and the intellectual and ethical positions they have assumed as a result of their education. The goal of these seminars is to help students appropriate at a deeper level the implications of what and how they have been studying, by revisiting—from the perspective of senior year—texts and questions they have encountered in their first three years.

Seniors may fulfill their Honors Program requirements by participating in one of these seminars, rather than doing a senior thesis, if they have taken both semesters of the “Twentieth Century and the Tradition” course.

**HP 252 Senior Seminar: ...In Search of the Chorus (Spring: 3)**

...From Pirandello, *Six Characters in Search of an Author*: “The Theatre Manager. *Very well, - but where does all this take us?* The Father, a Character. *Nowhere! It is merely to show that one is born in life in many forms .... So one may also be born a character in a play.*” This seminar will explore the links between ideas and living. The Greek *chorus* will become the voice of what is carried away from a liberal education, a metaphor for all forms of unspoken thought from conscience to taboo. Twice weekly meetings will return to selected texts chosen as models for the successful blurring of lines of demarcation between characters, actors, authors and audience. They all will be assumed to belong in a free-for-all in the living and struggling human head.

*Timothy Duket*

**HP 254 Senior Seminar: Law, Medicine, and Public Policy (Spring: 3)**

**Formerly HP 129**

This course is an analysis of legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms on reproduction on proposals for health care reform. The student is expected to provide a principled rationale for the position. That rationale is then subject to analysis and critique by other members of the class.

The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary and ultimately arrive at a thought through principled position.

A Socratic method is used to achieve that goal.

*John J. Paris, S.J.*

**HP 256 Religion and Post-Modernity (Fall: 3)**

*Michael Martin*

**HP 299 Senior Honors Thesis (Fall/Spring: 3)**

**HP 399 Scholar of the College (Fall/Spring: 6)**

**Mathematics**

**Faculty**

**Stanley J. Bezuska, S.J.**, *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University

**Joseph A. Sullivan**, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University

**John F. Caulfield, S.J.**, *Assistant Professor Emeritus*; A.B., A.M. Boston College; S.T.L., Weston College

**Joseph F. Krebs**, *Assistant Professor Emeritus*; A.B., A.M. Boston College

**Robert J. Leblanc**, *Assistant Professor Emeritus*; A.B., A.M. Boston College

**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

**Richard L. Faber**, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

**Solomon Friedberg**, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

**Margaret J. Kenney**, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

**John H. Smith**, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

**Paul R. Thie**, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

**Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

**Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

**C.K. Cheung**, *Associate Professor*; B.Sc., University of HongKong; Ph.D., University of California

**Robert H. Gross**, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

**Richard A. Jenson**, *Associate Professor*; Chairperson of the Department; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

**Charles Landraitis**, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

**Harvey R. Margolis**, *Associate Professor*; M.S., Ph.D., University of Chicago

**G. Robert Meyerhoff**, *Associate Professor*; A.B., Brown University; Ph.D., Princeton University

**Rennie Mirollo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

**Mark Reeder**, *Associate Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

**Ned I. Rosen**, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

**John P. Shanahan**, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

**Ben Lichtin**, *Visiting Assistant Professor*; B.S., University of Cincinnati; M.S., Ph.D., Ohio State University

**Robert C. Reed**, *Adjunct Instructor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

**Donald Wiener**, *Adjunct Instructor*; B.A., Long Island University; M.A., Boston College

#### Departmental Notes

- Department Secretary: Marilyn Adams, 617-552-3750, marilyn.adams@bc.edu
- World Wide Web: <http://fmwww.bc.edu/MT/>

#### Undergraduate Program Description

The mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

#### Major Requirements

The student should become familiar with the requirements for the major as listed below and consult with an advisor in the Department to plan a program of study. In order to fully appreciate the role of mathematics in other disciplines, the Mathematics Department strongly recommends that the student supplement his or her major program of study with courses in another discipline where mathematics plays an important role. Such courses can be found in the Department of Physics and elsewhere in the natural and social sciences.

The following are the requirements for the major:

- MT 103 Calculus II (Math/Science Majors)
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Algebraic Structures
- MT 310 Introduction to Abstract Algebra
- MT 320 Introduction to Analysis
- Four MT electives numbered between 400 and 499, or above 800
- A grade point average of at least 1.67 in courses fulfilling the major

*Please Note:*

- MT 217 or MT 227 may substitute for MT 210
- MT 301 may substitute for MT 310
- MT 302 or MT 312 may substitute for MT 320
- Students with a strong interest in algebra may substitute MT 314 for MT 310, and may use MT 315 as a major elective.
- Students with a strong interest in analysis may substitute MT 324 for MT 320, and may use MT 325 as a major elective.
- MT 263 may be substituted for one of the four required MT electives.

Well-prepared students may omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of one or more courses are required to substitute MT major electives for those omitted.

#### Information for First Year Majors and Non-Majors

All students at Boston College are required to take one Mathematics course as part of the University Core Curriculum. It is very important to realize that you do not need to fulfill this requirement immediately; you may take a Core course in Mathematics at any time during your undergraduate career. Likely choices are MT 004, MT 005, MT 007, MT 020, and for School of Education students, MT 190.

The following are guidelines for selecting a mathematics course.

#### Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics

Elect a course in the sequence MT 102-MT 103-MT 202. If you have had a year of calculus, MT 103 is the most appropriate choice; particularly well prepared students should consider MT 202.

#### Majors in Biology, or Computer Science, and Premedical students

Elect a course in the sequence MT 100-MT 101-MT 200. If you have had a year of calculus, MT 101 is the most appropriate choice; particularly well prepared students should consider MT 200. Students with strong interest in mathematics should consider the MT 102-MT 103-MT 202 sequence.

#### Carroll School of Management students

Elect a course in the sequence MT 100-MT 101-MT 200. If you have had a year of calculus, MT 101 is the most appropriate choice; particularly well prepared students should consider MT 200.

#### Other students who wish to take more than one semester of mathematics

Elect a calculus course in the MT 100-MT 101-MT 200 sequence if you do not plan to take mathematics courses beyond the calculus. Otherwise, elect a course in the MT 102-MT 103-MT 202 sequence.

#### Students in the Honors Program of the College of Arts and Sciences

The Chairperson of the Mathematics Department will meet with you during the Honors Program orientation session to assist you in selecting an appropriate mathematics course.

#### Departmental Honors

The Department offers to qualified mathematics majors the opportunity to graduate with Departmental Honors. The requirements are as follows:

- MT 103 Calculus II (Mathematics/Science Majors)
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Algebraic Structures
- MT 314-315 Introduction to Abstract Algebra (Honors) I, II
- MT 324-325 Introduction to Analysis (Honors) I, II
- Five MT electives numbered 400 or above
- MT 695 Honors Seminar
- At least one of the above courses must be from among the following: MT 804, MT 814, MT 816, MT 840, MT 860, and MT 880
- A grade point average of at least 1.67 in courses fulfilling the major
- A grade point average of at least 3.0 in MT courses numbered 300 and above

*Please Note:*

- MT 217 or MT 227 may substitute for MT 210.
- MT 312- MT 313 may substitute for MT 324- MT 325.
- MT 263 may be substituted for one of the five required MT electives.

Well-prepared students may omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of one or more courses are required to substitute MT major electives for those omitted.

#### Graduate Program Description

##### Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced



level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are offered in topology, analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics, the Department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research). Students interested in computer science may consider courses offered by the Computer Science Department of the Carroll School of Management, including data structures, machine language, algorithms, automata and formal languages, and computer graphics.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics—that may be accomplished by taking any computer science major courses beyond Computer Science I.

The requirements for the degree are 30 credit hours of courses in the Department, and participation in a 3 credit seminar (MT 903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses, and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 Analysis, MT 816-817 Modern Algebra and either MT 814-815 Complex Variables, MT 840-841 Topology, or MT 860-861 Logic and Foundations. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426-427, 430, 435-436, 440, 445, 451, 452, 480, and computer science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

**Master of Science in Teaching Program**

The Master of Science in Teaching (M.S.T.) program is administered through the Graduate School of Education in cooperation with the Department of Mathematics. It requires admission to both the Graduate School of Education and to the Department of Mathematics. This program is designed either for experienced teachers, or for prospective teachers, and consists of five courses in mathematics and up to 24 credits in education, depending on experience. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the

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

Candidates are required to complete MT 804-805 Analysis and three other MT courses at or above the 400 level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- Either MT 420 Probability and Statistics or MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics—that may be accomplished by any computer science major courses beyond Computer Science I

Another course particularly well suited for this program is MT 430 Number Theory.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

**Undergraduate Course Offerings**

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

**Non-Core Courses**

These courses do not satisfy the University Core requirement in Mathematics. They are intended either to remove a deficiency in the student's mathematical background in preparation for further courses, or an enrichment in an area related to mathematics.

**MT 010 Pre-Calculus Mathematics (Fall: 3)**

**Does not satisfy the University Core requirement in Mathematics**

This is a one-semester course designed for students who wish to take an introductory calculus course, especially MT 100, but have a deficient background in high school mathematics. Other students should proceed directly to the appropriate calculus course. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry. This course does not satisfy the University Core requirement in mathematics.

**Core Courses**

These course do satisfy the University Core requirement in mathematics. Included are general non-calculus courses for students in the humanities, social sciences, Lynch School of Education, and School of Nursing; specialized non-calculus courses; terminal calculus courses; and continuing calculus courses, from which students may proceed to further study.

**MT 004 Finite Probability and Applications (Fall/Spring: 3)**

This course, for students in the humanities, the social sciences, School of Education and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

**MT 005 Linear Mathematics and Applications (Spring: 3)**

This is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

**MT 007 Ideas in Mathematics (Spring: 3)**

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.

**Specialized Non-Calculus Courses****MT 190-191 Fundamentals of Mathematics I and II (Fall/Spring: 3)**

Restricted to School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

**Terminal Calculus Courses****MT 020 Survey of Calculus (Fall/Spring: 3)**

MT 020 is not open to students who have completed a calculus course at the secondary school or college level. Do not take this course if you plan to take more than one semester of calculus.

This course is an overview of differential and integral calculus for students in the liberal arts, emphasizing fundamental concepts and practical applications.

**Continuing Calculus Courses****MT 100-101 Calculus I and II (Fall/Spring: 4)**

*Prerequisite:* Trigonometry

MT 100-101 is a course sequence in the calculus of one variable intended for biology, computer science, economics, management and premedical students, but open to all who are qualified. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

**MT 102-103 Calculus (Math/Science Majors) I and II (Fall/Spring: 4)**

*Prerequisite:* Trigonometry

Not open to students who have completed a calculus course at the college level.

The MT 102-103 sequence is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral, and sequences and infinite series.

**Undergraduate Electives**

These courses are usually taken after completing one or more continuing Core course, and they are primarily intended for mathematics majors, science majors, and students in the professional schools that are interested in mathematics.

**MT 200 Intermediate Calculus (Fall/Spring: 3)**

*Prerequisite:* MT 101

Topics for this course include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications.

**MT 202 Multivariable Calculus (Fall/Spring: 4)**

*Prerequisite:* MT 103

This course is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives, and multiple integrals.

**MT 210 Linear Algebra (Fall/Spring: 3)**

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in  $n$ -dimensional space,

complex numbers, and eigen values. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

**MT 216 Algebraic Structures (Fall: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

**MT 235 Mathematics for Management Science (Fall/Spring: 3)**

*Prerequisite:* MT 100 or equivalent

*Corequisite:* MC 021 and EC 151

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

**MT 245 Discrete Mathematics for Computer Science (Spring: 3)**

*Prerequisite:* One year of college mathematics

Not open to students who have completed MT 445.

This course, intended for computer science majors, introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

**MT 290 Number Theory for Teachers (Fall: 3)**

*Prerequisites:* MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

**MT 291 Geometry for Teachers (Spring: 3)**

*Prerequisites:* MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key-manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

**MT 305 Advanced Calculus (Science Majors) (Spring: 4)**

*Prerequisite:* MT 202

Topics include the following: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions.

**MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)**

*Prerequisites:* MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including sub-rings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; fields, introducing the basic ideas of field extensions and ruler and compass constructions.

**MT 314-315 Introduction to Abstract Algebra (Honors) I and II (Fall/Spring: 3)**

*Prerequisites:* MT 210 and MT 216

MT 314-315 is not open to students who have completed MT 310.

The MT 314-315 sequence is an introduction to modern abstract algebra, covering the basic structures: groups, rings, vector spaces, and fields. The courses are intended for students in the departmental honors program, but may be taken by other interested majors.

**MT 320 Introduction to Analysis (Fall/Spring: 3)**

*Prerequisites:* MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

**MT 324-325 Introduction to Analysis (Honors) I and II (Fall/Spring: 3)**

*Prerequisites:* MT 202 and MT 216

MT 324-325 is not open to students who have completed MT 320.

The MT 324-325 sequence is an honors version of MT 320, covering the same topics in more depth and with additional topics in the second semester such as metric spaces and the Lebesgue integral.

**Mathematics Major Electives**

These courses are primarily taken to fulfill the elective requirements of the mathematics major.

**MT 410 Differential Equations (Fall: 3)**

*Prerequisite:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general nth order equations with constant coefficients, series solutions, special functions.

**MT 414 Numerical Analysis (Spring: 3)**

*Prerequisites:* MT 202, MT 210, and familiarity with the Mathematica programming language

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**MT 420 Probability and Statistics (Spring: 3)**

*Prerequisite:* MT 202

This course is not open to students who have completed MT 426. Students interested in actuarial sciences should take the MT 426-427 sequence.

This course is introductory but assumes a calculus background. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

**MT 426 Probability (Fall: 3)**

*Prerequisites:* MT 202, familiarity with the Mathematica programming language

This course is not open to students who have completed MT 420.

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and contin-

uous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

**MT 427 Mathematical Statistics (Spring: 3)**

*Prerequisites:* MT 426 or MT 420; familiarity with the Mathematica programming language

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

**MT 430 Introduction to Number Theory (Spring: 3)**

*Prerequisite:* MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

**MT 435-436 Mathematical Programming I and II (Fall/Spring: 3)**

*Prerequisite:* MT 210

By providing an introduction to the theory, techniques, and applications of mathematical programming, the MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 440 Dynamical Systems (Spring: 3)**

*Prerequisite:* MT 202 or permission of the instructor

This course is an introduction to the theory of iterated functions of a single variable. Topics include the following: fixed points, periodic points, the quadratic family, bifurcations, one and two dimensional chaos, fractals, iterated function systems, Julia sets, and the Mandelbrot set.

**MT 445 Applied Combinatorics (Fall: 3)**

*Prerequisites:* A year of calculus; a course in linear algebra, abstract algebra or multivariable calculus

Not open to students who have completed MT 245.

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

**MT 451 Euclidean and Non-Euclidean Geometry (Spring: 3)**

*Prerequisite:* MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among

the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

**MT 460 Complex Variables (Spring: 3)**

*Prerequisite:* MT 202; MT 302 recommended

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

**MT 470 Mathematical Modeling (Fall: 3)**

*Prerequisites:* MT 202, MT 210, and familiarity with the Mathematica programming language.

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

**MT 480 Mathematics Seminar (Spring: 3)**

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

**MT 499 Readings and Research (Fall/Spring: 3)**

**Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Chairperson.

**Graduate Course Offerings**

**MT 801 Thesis Seminar (Fall/Spring: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**MT 804-805 Analysis I and II (Fall/Spring: 3)**

*Prerequisites:* MT 320 or MT 324-325 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**MT 814-815 Theory of Functions of a Complex Variable I and II (Fall: 3)**

*Prerequisites:* MT 320 or MT 324-325 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

*The Department*

**MT 816-817 Modern Algebra I and II (Fall/Spring: 3)**

*Prerequisites:* MT 310 or MT 314-315, or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

**MT 860 Mathematical Logic (Fall: 3)**

*Prerequisite:* MT 310 or MT 320 or permission of the instructor

This course is a mathematical examination of the way mathematics is done and of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

**MT 861 Foundations of Mathematics (Spring: 3)**

*Prerequisite:* MT 860 or equivalent

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory.

**MT 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

**MT 899 Readings and Research (Fall: 3)**

**Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

**MT 903 Seminar (Spring: 3)**

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

**Music**

**Faculty**

**Thomas Oboe Lee**, *Professor*; B.A., University of Pittsburgh; M.M. New England Conservatory; Ph.D., Harvard University

**T. Frank Kennedy, S.J.**, *Associate Professor*; Chairperson of the Department; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

**Departmental Notes**

- Administrative Secretary: Pattie Longbottom, 617-552-8720, patricia.longbottom@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/music/](http://www.bc.edu/bc_org/avp/cas/music/)

**Undergraduate Program Description**

The Department of Music offers courses in Western and non-Western musics—history, theory, composition, and performance—to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or permission of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses. Theory and performance courses focus on the technical tools of music, with Fundamentals of Music covering the basics as a prerequisite to Tonal Harmony, Jazz Harmony, Chromatic Harmony, and Counterpoint, as well as Instrumentation, Analysis, and the Seminar in Composition. Credit for performance is offered through Individual Instruction, Orchestra Practicum, Voice for Performance, Gospel Workshop, The Madrigal Choir, Improvisation, Concert Band, the Jazz Ensembles, and the Traditional Irish Music Ensembles which are one-credit courses to be

taken for three semesters in order to count for a full course credit. Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance both require an extra fee.

In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

**Major Requirements**

A music major within a liberal arts framework is broader than that offered by either a conservatory or a school of music. In a liberal arts framework, courses offer students historical, theoretical, cultural and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind and a source of lifelong enjoyment. Some students may go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common core of knowledge with a specialization at higher levels in such areas as composition, performance, music history or cross-cultural studies.

A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable, as we approach the twenty first century.

**Minor Requirements**

The Music Department has designed a minor in music as a serious alternative for students who are vitally interested in music, but who do not wish to make music their career or go on to graduate studies or 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:

- Either MU 066 Introduction to Music, or MU 005 The Musical Experience, or if they do not have a basic knowledge of notation, MU 070 Fundamentals of Music
- Two additional music theory courses (usually MU 110 Harmony and MU 211 Chromatic Harmony but others may be substituted upon consultation with the Department Chairperson)
- Three historical and cross-cultural electives

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student should plan to participate in at least three semesters of credit or non-credit performance experience (either ensemble or private lessons) as approved by the Department. The performance options, if taken for credit (amounting to a total of three credits), could be substituted for one of the courses upon petition to the Department.

**Courses for the Music Major**

**(Minimum of 12 courses)**

- *Optional Introductory Courses:* Fundamentals of Music Theory (MU 070) may be substituted for one of the electives, with the approval of the Chairperson.
- *Theory, Analysis, and Composition Courses:* (4 courses total)  
*Prerequisite:* MU 070 Fundamentals of Music Theory or equivalent  
*Required of all majors:* MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course:* MU 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *Historical Courses:* (3 courses total)  
*Required of all majors:* MU 209 Twentieth Century Music

*Choice of any two:*\* MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era

\* With permission of the Chairperson, a composer or genre course may be substituted for one of these.

- *Cross-Cultural Courses:* (2 courses total)  
Required of all majors: choice of one from each of the following two groups:

*Group I*

- MU 301 Introduction to World Music
- MU 348 Music of Middle East (and various other cultures)
- MU 350 Topics in Ethnomusicology

*Group II*

- MU 320 Music and America
- MU 321 Rhythm and Blues in American Music
- MU 322 Jazz in America
- MU 330 Introduction to Irish Folk Music

- *Performance Ensemble Experience:* (Minimum of two semesters)  
Choose from among the following: Boston College Symphony Orchestra; Chamber Music Ensemble; Popular Styles Ensemble; Irish Traditional Fiddle Class or Early Music Ensemble; University Chorale, Madrigals, or other approved singing group; Concert band or Jazz band; folk, rock, or non-Western ensemble (by consultation with Chairperson).

- *Required Senior Seminar:* (1 semester)

The Senior Seminar (MU 405) will ordinarily be open only to senior music majors. The Seminar will allow them a framework for synthesizing their various courses into a coherent whole, with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance), and serve as preparation for senior exams and/or a senior project, with supervised reading, research, writing, and discussion and/or performance.

- *Electives:* (2 courses)

The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music-theory and composition, performance, history, or cross-cultural studies.

Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be granted only upon completion of the third semester of lessons. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester. Students with performance emphasis will also fulfill the required two semesters of ensemble participation.

- *Cumulative Listening Competency:*

Listening based on the *Required Repertoire for Listening* given to all majors at the beginning of sophomore year (or whenever major is declared). Each year of the music major (normally three), a short list of works will be given to the student to be acquainted with by the end of the year. A listening test on these works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competence requirements for Ear Training and Sight-Singing before graduation. (The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, is recommended as an aid to passing this test.)

**Honors**

In order to graduate with departmental honors a music major must maintain a B+ grade average, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors.

**Information for First Years Majors and Non-Majors**

Included in the University's Core Curriculum is one (1) course in the Arts (Fine Arts, Music, Theatre). MU 005 The Musical Experience, MU 066 Introduction to Music, and MU 070 Fundamentals of Music Theory are the Music Department's Core offerings.

\*They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* listed below. Students with advanced musical backgrounds and interests should speak to the Department Chairperson regarding appropriate upper-level courses.

\*MU 301 Introduction to World Music does not fulfill the Fine Arts requirement of the Core Curriculum, but does fulfill the Cultural Diversity Core requirement.

**Recommended Course of Study****Freshman Year**

Freshmen who feel they may wish to consider majoring in music (or wish to fulfill the Core requirement in Fine Arts by taking a music course), should take MU 005 The Musical Experience or MU 066 Introduction to Music. Either of these courses is a general introduction to the field and its various methodologies, and a student may receive retroactive credit for the major if passed with a B+ or higher. All students declaring the music major should try as freshmen to take or test out of Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training.

**Sophomore Year**

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082, Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

**Junior Year**

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

**Senior Year**

Any advanced courses in the Department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

**Undergraduate Course Offerings**

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

**MU 005 The Musical Experience (Fall/Spring: 3)****Satisfies Fine Arts Core Requirement**

This is an introduction to music in the broadest terms possible stressing how we hear and think about music. We will look at how music is made, what it might mean, and how it functions in society. The music itself will vary greatly, covering the traditional musics of various cultures, pop music, and the Western art tradition. Issues

addressed are the following: what people hear in a symphony, what is enjoyable about opera, how to hear a movie, and the musical progenitors of rap.

*Jeremiah McGrann*

**MU 050 The Boston College Madrigal Singers (Fall/Spring: 0)**

A mixed-voice singing group that comes together to sing repertoire from the 16th to the 20th centuries. The group performs on campus for various University functions.

*Laetitia Blain*

**MU 066 Introduction to Music (Fall/Spring: 3)****Satisfies Fine Arts Core Requirement**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to 20th 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.

*T. Frank Kennedy, S.J.*

**MU 070 Fundamentals of Music Theory (Fall/Spring: 3)****Satisfies Fine Arts Core Requirement**

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

*Margaret McAllister*

*Sandra Hebert*

*Frederick Stubbs*

**MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)****Fulfills performance requirement**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 072 Irish Dancing/Advanced (Fall/Spring: 1)****Fulfills performance requirement**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 073 Irish Dancing/Beginner (Fall/Spring: 1)****Performance Course**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class. No prior experience necessary.

*Michael Smith*

**MU 076 The Boston College Symphony Orchestra (Fall/Spring: 1)****Performance Course**

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Concert programs provide students with wide experiences in the orchestral arts. Recent programs have included Brahms' *Academic Festival Overture*, *Saint-Saens Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. The BCSO is also committed to presenting music of our time. Recently the orchestra premiered BC faculty member Thomas Oboe Lee's *Sinfonietta* as well as *The Silver Chalice* by American film giant Franz Waxman.

Membership is by audition only. From one to three credits will be awarded for regular participation in the Boston College Symphony Orchestra during a student's career at BC.

*Steven Karidoyanes*

**MU 077 Chamber Music Ensembles (Fall/Spring: 0)**

Satisfies music major requirement for ensemble performance. No fee.

A non-credit course. Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

*Sandra Hebert*

**MU 078 Traditional Irish Fiddle Class (Fall/Spring: 1)**

**Performance Course. No fee.**

Classes with opportunity for individual instruction. A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of 17th and 18th century Ireland, that of the ancient Bardic Harpers and court musicians.

Classes taught by Seamus Connolly, one of the world's leading Irish traditional musicians and 10 times the Irish National Fiddle champion. He is assisted by Laurel Martin, another well known and respected Irish Fiddle player and teacher. Open to any level, no experience required. The classes will also teach the art of listening and will provide opportunities to play with instrumental ensembles as well as partaking in musical sessions in and around the Boston Irish music scene. Violin rental possible. A small tape recorder recommended.

*Seamus Connolly*

*Laurel Martin*

**MU 079 Popular Styles Ensemble (Fall/Spring: 0)**

**Performance Course. No fee.**

A non-credit course. Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

*Eric Kniffen*

**MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)**

**Performance Course for music majors.**

A twice-weekly opportunity to develop the skills of sight-singing and ear-training; for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling

scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

*Michael Burgo*

**MU 082 Advanced Ear Training/Sight-Singing Lab**

**(Fall/Spring: 1)**

**Performance Course**

A continuation of MU 081.

*Michael Burgo*

**MU 083 Introduction to Improvisation (Fall/Spring: 1)**

**Performance Course**

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. This course may be repeated for credit.

*Erik Kniffen*

**MU 084 Intermediate Improvisation (Fall/Spring: 1)**

*Prerequisite:* MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

**Performance Course**

This course 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. This course may be repeated for credit.

*Erik Kniffen*

**MU 085 The Boston College Flute Choir (Fall/Spring: 0)**

**Performance Course**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

*Judith Grant-Duce*

**MU 086 Advanced Improvisation (Fall/Spring: 1)**

*Prerequisite:* MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

**Performance Course**

This course 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. This course may be repeated for credit.

*Erik Kniffen*

**MU 087 Tin Whistle (Fall/Spring: 1)**

**Performance Course. No fee.**

Learn the Irish tin whistle with a seasoned native Irish player. Expect to become familiar with dance forms and genre. Instruments available at nominal cost.

*Jimmy Noonan*

**MU 090 Boston College Concert Band (Fall/Spring: 1)****No audition required**

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

*Sebastian Bonaiuto, Conductor*

**MU 091 Swinging Eagles Stage Band (Fall/Spring: 1)****Audition required**

The Swinging Eagles Stage Band is open to all Boston College instrumentalists. Membership is determined by audition. The Stage Band has a fixed instrumentation of five saxophones, five trumpets, four trombones, piano, guitar, bass and drums. The Stage Band performs standard big band literature as well as some popular selections. The Stage Band performs at festivals, an annual spring concert and at other campus events.

*David Healey, Conductor*

**MU 092 B.C. bOp! (Fall/Spring: 1)****Audition required**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

*Sebastian Bonaiuto, Conductor*

*JoJo David, Vocal Director*

**MU 095 Wind and Percussion Chamber Ensemble (Spring: 1)**

*J.D. Shaw*

*Steve Cirillo*

**MU 096 Gospel Workshop (Fall/Spring: 1)****Cross listed with BK 290****Performance Course**

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course. No experience is required for membership, but a voice placement test is given to each student.

*Hubert Walters*

**MU 098 Voice for Performance (Fall/Spring: 1)****Tutorial fee required. Performance Course.**

Emphasis is on individual coaching and training in developing vocal qualities for performance.

*Laetitia Blain*

*Hanni Myers*

**MU 099 Individual Instrumental/Vocal Instruction****(Fall/Spring: 1)****Tutorial fee required. Performance Course**

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of six credits

may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

*The Department*

**MU 100 Individual Instrumental/Vocal Instruction****(Fall/Spring: 0)****Performance Course. Tutorial fee required depending on the length of the lesson.**

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

*The Department*

**MU 110 Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 070 or permission of Department

*Corequisite:* (for Music Majors) MU 081

**Theory Course**

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

*Thomas Oboe Lee*

*Margaret McAllister*

*Sandra Hebert*

**MU 207 Music of the Romantic Era (Fall: 3)****Historical Course**

A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

*Jeremiah McGrann*

**MU 209 Music of the Twentieth Century (Fall: 3)****Historical Period**

This is a study of the music of the 20th century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the 20th century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

*T. Frank Kennedy, S.J.*

**MU 211 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued.

*Thomas Oboe Lee*

**MU 212 Orchestration (Spring: 3)**

*Prerequisite:* MU 070 or permission of the instructor

**Theory Course**

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and



texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations.

*Margaret McAllister*

**MU 214 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course focuses on a number of different approaches to the analysis of tonal and atonal music. Innovative ideas by music theorists Heinrich Schenker, Allen Forte, Felix Salzer, Charles Rosen and Robert Cogan will be discussed. The first portion of the course will concentrate on Schenkerian analyses of short forms to large-scale structures like the sonata, the symphony, the concerto and the song cycle drawing from the music of the Baroque, Classical and Romantic repertory. The second portion will consist of the analyses of works by 20th century American, European and Japanese composers.

*Thomas Oboe Lee*

**MU 215 Jazz Harmony, Improvisation and Arranging (Fall: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition including the following: the piano lead sheet, writing for horns in a jazz ensemble, scoring for the trap-set, the walking bass-line, re-harmonization of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues. The student should have basic keyboard skills, but it is not a prerequisite.

*Thomas Oboe Lee*

**MU 222 Symphony (Fall: 3)**

*Prerequisite:* Some previous training in music is helpful but not necessary.

**Genre Course**

This course investigates the forms and meanings of selected works of the symphonic repertoire following its rise from a court entertainment to a statement of philosophical ideals.

*Jeremiah McGrann*

**MU 301 Introduction to World Music (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Cross-Cultural Course**

This course will select several world musics and examine them in detail. Among those to be surveyed will be North African and Middle Eastern music, Klezmar music, Eastern European folk music and American Bluegrass. Throughout these examinations some common questions will be addressed: what does music mean in these cultures? Does a Western concept of music differ? How can we understand these musics in a meaningful way?

*Frederick Stubbs*

**MU 312 Counterpoint I (Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

In this course we will study the fundamentals of two and three-part polyphonic styles. The course objective will be to build a dependable contrapuntal technique using the principles of species

counterpoint and will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

*Thomas Oboe Lee*

*Margaret McAllister*

**MU 315 Seminar in Composition (Spring: 3)**

*Prerequisite:* MU 110 and MU 312

**Theory Course**

An introduction to the principles of music composition. The course will be conducted in two parts. Part one: Each class will meet as a group twice a week. These classes will concentrate on the analysis of representative works in both tonal and 20th century idioms—minimalism, serialism or dodecaphonicism, free-atonality, modality, neo-classicism, “third-stream,” and the “new mysticism.” Notable works will be discussed and used as models for student compositions. Part two: Each student will meet once a week with the instructor for a private studio composition lesson. Students will use Macintosh computer midi-synthesizer technology in the realization of their original works. By the end of the semester each student will have completed three short works that are class-assigned, and one major original composition.

*Thomas Oboe Lee*

**MU 320 Music in the Americas (Spring: 3)**

**Genre Course**

This course surveys the musical heritage of what are now the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

*Jeremiah McGrann*

**MU 321 Rhythm and Blues in American Music (Fall: 3)**

**Cross listed with BK 266**

**Cross-Cultural Course**

This course examines the elements of rhythm and blues in the Afro-American sense, and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day jazz/rock and music videos will be used throughout the course.

*Hubert Walters*

**MU 322 Jazz in America (Spring: 3)**

**Cross listed with BK 285**

**Cross-Cultural Course**

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

*Hubert Walters*

**MU 330 Introduction to Irish Folk Music (Fall: 3)**

**Cross-Cultural Course**

An introduction to Irish music from two perspectives: (1) a historical examination of the music and its indigenous instruments,

and (2) a close study of contemporary developments arising from the folk music revival of the 1960's, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

*The Department*

**MU 331 Introduction to Celtic Musics (Spring: 3)**

*The Department*

**MU 400 Readings and Research (Fall/Spring: 3)**

*The Department*

**MU 405 Senior Seminar (Fall: 3)**

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

*The Department*

## Philosophy

### Faculty

**James Bernauer, S.J.**, *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

**Patrick Byrne**, *Professor*; B.S., A.M., Boston College; Ph.D., New York State University

**John J. Cleary**, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

**Richard Cobb-Stevens**, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; Ph.D., University of Paris

**Joseph F.X. Flanagan, S.J.**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Richard Kearney**, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

**Peter J. Kreeft**, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

**Thomas J. Owens**, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**David M. Rasmussen**, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**William J. Richardson, S.J.**, *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain

**Jacques M. Taminiaux**, *Adelmann Professor*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

**Norman J. Wells**, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**Ronald Anderson**, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

**Gary Gurtler, S.J.**, *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

**Arthur R. Madigan, S.J.**, *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**Thomas S. Hibbs**, *Associate Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

**Stuart B. Martin**, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

**Vanessa P. Rumble**, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

**Francis Soo**, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

**Eileen C. Sweeney**, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Elizabeth Briant**, *Assistant Professor*; B.A., Rice University; M.Phil., Ph.D., Yale University

**Gerard C. O'Brien, S.J.**, *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**Ingrid Scheibler**, *Assistant Professor*; B.A., University of Virginia; Ph.D., Trinity College, Cambridge

**Brian J. Braman**, *Adjunct Assistant Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**Alessandra Fussi**, *Adjunct Assistant Professor*; University of Pisa, Italy; Ph.D., Pennsylvania State University

**Marina B. McCoy**, *Adjunct Assistant Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

**David McMenamin**, *Adjunct Assistant Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

**Albert K. Whitaker**, *Adjunct Assistant Professor*; B.A., M.A., Boston University; Ph.D., University of Chicago

### Departmental Notes

- Department Administrator: Peggy Bakalo, 617-552-3877
- Department Secretary: Rose Marie DeLeo, 617-552-3847
- Department Secretary: Louise Dietenhofer, 617-552-3845
- World Wide Web: <http://fmwww.bc.edu/PL/>

### Undergraduate Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental Philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. The Philosophy department offers a program of courses allowing for concentration in the following specialized areas: Ancient, Medieval, Modern, Contemporary American, Contemporary Continental, and the philosophies of religion and science.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which are to be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools

**Major Requirements**

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

**History of Philosophy (Electives)**

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, students will have the opportunity to develop a critical appreciation for the complexity of each philosopher's thought: the influences which have shaped each thinker's ethics, metaphysics, and epistemology, and the rich legacy which in turn has passed on. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

**Philosophy Minor**

The philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The department will offer in each of these areas a sequence of courses that will build on the foundation of our core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

**Information for First Year Majors and Non-Majors**

The Department offers students three basic options for fulfilling the University's two-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

**Core Programs**

The Core requirement for all undergraduates is six credits in Philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)  
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence  
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

**Perspectives Program I-IV**

The Department offers four interdisciplinary courses in conjunction with other Arts and Sciences Departments. These courses are distinctive in two respects: curriculum content and class organization. They offer each student the opportunity to work closely with a professor in a small group setting. This enables the student to feel at home in the University very quickly and to become acquainted with the rich resources of University life. These courses are designed to fulfill the Core requirements of the relevant departments.

**Perspectives I**

**PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)**

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology.

For Freshmen Only

**Perspectives II**

**UN 104-105/UN 106-107 Modernism and the Arts I and II**

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

**Perspectives III**

**UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II**

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

**Perspectives IV**

**UN 119-120/UN 121-122 New Scientific Visions I and II**

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

**PULSE Program**

The PULSE Program provides students with the opportunity to explore questions of philosophy, theology and other disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic philosophical and theological texts, social science, fiction, and poetry, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society, urbanism, homelessness and alienation. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective course are also offered, including *Stories and Service*, *Values in Social Services and Health Care*, and *Boston: An Urban Analysis*.

All PULSE courses require a ten to twelve hour per week commitment to service. Carefully selected field placements in youth work, the correctional system, emergency shelters, AIDS and HIV services, legal and community advocacy, and literacy programs become the context in which students forge a critical and compassionate perspective both on society and on themselves. Opportunities for field experience are available in a variety of neighborhoods and institutions. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. After an initial orientation, the on-site supervisor meets regularly with students to provide information, direction, and constructive feedback. The faculty member directs the students' academic work in a regularly scheduled class. In addition, he or she meets with students weekly in discussion groups to consider issues which have presented themselves in the students' service work. The PULSE Council member is an upper-class student who serves as coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant to the Director work as consultants and advisors for students, placement supervisors, and faculty.

#### PL 088 (TH 088) Person and Social Responsibility I

This is a two-semester, twelve-credit course that fulfills the University's Core requirements in Philosophy and Theology.

#### *Graduate Program Description*

The Department of Philosophy offers a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental European philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments.

The Department offers a Ph.D. program and a program leading to a M.A. All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (5 or 6 admitted each year from over 150 applicants).

#### Ph.D. Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen (16) courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (usually French and German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with a M.A. in philosophy may be credited with 6 courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students

are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

#### M.A. Requirements

Requirements for the M.A. are as follows:

- Ten (10) courses (30 credits)
- Proficiency in one foreign language (usually French or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of 2 courses (6 credits). The M.A. may be taken on a full-time basis or on a part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking a M.A.

#### Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For more information refer to the Research Centers in the "About Boston College" section of the Catalog.

#### The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are focused in the Lonergan Center at Boston College. For more information refer to the Research Centers in the "About Boston College" section of the Catalog.

#### Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

#### *Undergraduate Course Offerings*

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

**PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)**  
Two-semester, six-credit course (PL 070-071). Total of three credits each term.

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

#### *The Department*

**PL 088-089 Person and Social Responsibility (Fall/Spring: 3)**

*Corequisite:* TH 088

**Two-semester, twelve-credit course (PL 088-089)**

**Total of six credits each term**

**Satisfies Philosophy and Theology Core requirements**

**Enrollment limited to freshmen, sophomores, and juniors.**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, student 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. Spots in the course are very limited and are allocated on a first-come, first-serve basis.

*The Department*

**PL 090-091 Perspectives on Western Culture I and II/Perspectives I and II (Fall/Spring: 6)**

*Corequisite:* TH 090-091

**Two-semester, twelve-credit course (PL 090-091)**

**Total of six credits each term**

**Satisfies Philosophy and Theology Core requirements**

**Freshmen only**

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources. Please note (especially commuter students and students planning to work) that the Wednesday night sessions (7:00 P.M.-9:00 P.M.) are an integral part of the course and all students are required to attend.

*The Department*

**UN 104-107 Modernism and the Arts/Perspectives II**

See course description in the University Courses section.

*The Department*

**UN 109-112 Horizons of the new Social Sciences/Perspectives III**

See course description in the University Courses section.

*The Department*

**UN 119-122 New Scientific Visions/Perspectives IV**

See course description in the University Courses section.

*The Department*

**PL 202 Housing and Reality (Spring: 3)**

This course is an in-depth analysis of urban housing conditions that views housing sites within the city and involves research into the causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society.

*Harry Gottschalk*

**PL 205 Housing: A Guide for the Perplexed (Fall: 3)**

To provide adequate and affordable housing for its citizens most American cities are confronted with a baffling array of interrelated technical, political and managerial issues. While addressing these concerns, this course introduces yet another layer of complexity to the problem. What does it mean to be at home in the world? What ideal of person and society animates our urban planning and design? What are the relationships between architecture and politics?

*Harry L. Gottschalk*

**PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. Assignments will require that you spend time observing, researching, and writing about the neighborhood in which your PULSE placement is located.

With the exception of the third session, class meetings in the first half of the semester will meet on campus. Class #3 will meet in the John Hancock Observatory. 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 first hand study of a most intriguing and changing inner-city neighborhood.

*David Manzo*

**PL 233 Values in Social Services and Health Care (Fall: 3)**

This course is designed to communicate an understanding of the health care and social services delivery system; to explore ethical problems of the allocations of limited resources, regulations, experimentation, the press, the homeless, the provider-patient relationship, the responsibility for the dependent person; and to consider the possibilities for positive changes in the social service and health care system. This course requires participation in a PULSE placement or a research project.

*David Manzo*

**PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

*Rein A. Uritam*

**PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department*

**PL 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross listed with BK 268/SC 268**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies department.

*Horace Seldon*

**PL 293-294 Culture and Social Structure: Philosophy of PULSE I and II (Fall/Spring: 3)**

*Prerequisite:* Limited to membership on PULSE Council

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a macro scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 299 Readings and Research (Fall/Spring: 3)**

By arrangement.

*The Department*

**PL 304 Contemporary Praxis and Ideology (Spring: 3)**

**Cross listed with BK 345**

See course description in the Black Studies department.

*James Woodard*

**PL 312 Nihilism and Popular Culture (Fall: 3)**

The course will alternate between reading philosophical and literary treatments of nihilism and an analysis of contemporary film, TV, and music. The task is to determine what nihilism is, to what extent and in what ways nihilism is operative in our popular culture, and what resources, if any, there are to overcome it.

*Thomas S. Hibbs*

**PL 314 The Mind and Its Body (Spring: 3)**

*Prerequisite:* PL 070 or Core Equivalent

Am I my body and nothing more? Is there such a thing as a soul? If there is, can I know anything about it? What is the relation between "mind" and "body"? Is there unity between what accounts

for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this? These are some of the questions we will raise—and try to answer.

*Ronald K. Tacelli, S.J.*

**PL 338 The Heidegger Project I (Fall: 3)**

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's. Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

*Thomas J. Owens*

**PL 339 The Heidegger Project II (Spring: 3)**

*Prerequisite:* PL 338

A continuation of PL 338.

*Thomas J. Owens*

**PL 358 The Confessions of St. Augustine (Fall: 3)**

An in-depth exploration, Great Books seminar style, of the most beloved and influential book of religious psychology of all time.

*Peter J. Kreeft*

**PL 384 Towards a Philosophy of Law (Fall: 3)**

*Prerequisite:* At least one elective beyond the Core requirement

This course is conceived as a *preparation* for the formal study of the Philosophy of Law. It will focus on the (historical) philosophical background of the American Constitution and conclude with a survey of approaches to the interpretation of the Fourteenth Amendment in relation to the issue of affirmative action.

*William J. Richardson, S.J.*

**PL 392 God and Science: Developing Spiritualities for the Twenty-first Century (Fall: 3)**

This course will explore how contemporary studies in fields such as modern cosmology, evolutionary theory, and the cognitive sciences provide new ways for understanding human existence and our place in an evolving universe as well for understanding God's nature and action in the world. We will consider possibilities for human action in the light of these new perspectives on God and human nature, i.e., the project of developing a spirituality, and chart new ways to understand Christianity and other world religions (such as Buddhism) in the 21st century. No particular prior knowledge of the scientific fields considered will be required.

*Ronald Anderson, S.J.*

**PL 401 Dostoevsky and Modernity (Fall: 3)**

After some initial readings in the modern, western philosophical influences on Russian thought, we will turn to Dostoevsky's, *Notes From Underground*, *Crime and Punishment*, and *Demons*. Our task will be to determine precisely how modern theories from the west function in the novels in order to make some appraisal of Dostoevsky's view of modernity.

*Thomas S. Hibbs*

**PL 405 Greek Philosophy (Fall: 3)**

The first of four sequential "history of philosophy" courses. The best foundation possible for all future philosophy courses, since it introduces the student to the thinkers who were in fact that foundation: Socrates, Plato, and Aristotle (and, secondarily, the pre-Socratics and neo-Platonists)

*Peter J. Kreeft*

**PL 406 Modern Philosophy (Fall: 3)**

This course is intended to provide philosophy majors (or potential majors) with a background in the thought of some major figures in the history of modern philosophy. Readings will be drawn from the works of Descartes, Leibniz, Locke, Berkeley, Hume and Kant. We will focus in particular on issues in metaphysics and epistemology.

*Elizabeth Briant*

**PL 407 Medieval Philosophy (Spring: 3)**

*Prerequisite:* Ancient Greek philosophy strongly recommended. Philosophy of the Person or Logic are acceptable alternatives.

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the good life, the relationship of faith and reason, the relationship between theology, philosophy, science and poetry.

*Peter J. Kreeft*

**PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)**

In the nineteenth-century, we see an unprecedented rise to prominence of an awareness of history and distinctive claims made on behalf of absolute knowledge. Starting with Hegel's conceptions of reason in history and the ethical life of the State in the *Introduction to the Philosophy of History* and *Philosophy of Right*, we will turn to two influential critiques of Hegel: Marx's historical materialism and Kierkegaard's views on religion and faith.

We will consider Nietzsche's criticism of a philosophy of history, his characterization of the situation of modern Europe as one of 'nihilism', and his attempt to surmount nihilism. We will look at the way both Nietzsche and Hegel launch a critique of metaphysics. We will also consider the writings of three twentieth century thinkers: Heidegger, Foucault and Arendt.

*Ingrid Scheibler*

**PL 409 Sex, Religion and Logic (Spring: 3)**

Use of basic Socratic-Aristotelian logic to seek light on the two issues about which there is more heat and less light than any other in our culture: the claims of original, traditional religion (especially, but not only, Christianity), the sexual revolution, and the relationship between them.

*Peter J. Kreeft*

**PL 423 Spanish American Philosophy (Spring: 3)**

The course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theater and struggle. His work forms part of the existentialism current in Europe at the turn of the last century, but with the tragic sense that derives from the Spanish character going back to Cervantes' *Don Quixote*. Octavio Paz, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask of the Mexican quest for identity at the end of the present century.

*Gary M. Gurtler, S.J.*

**PL 426 Greek Philosophy and Literature (Fall: 3)**

*The Department*

**PL 434 Capstone: Ethics in the Professions (Fall/Spring: 3)**

This course will focus on controversial moral dilemmas that arise in the professions of law, business, medicine, education, and

journalism. In addition to considering some key ethical theories (e.g., pluralism and utilitarianism), which can be used as a framework for addressing these problems, it will also dwell on relevant moral notions such as virtue and collective responsibility.

*Richard A. Spinello*

**PL 443 Political Philosophy: Montesquieu to Mill (Spring: 3)**

This course examines the thought of some of the major political philosophers from the mid-eighteenth to the late nineteenth century. Stress is on the reading, analysis and discussion of primary texts and the relation of these thinkers both to the earlier tradition and to the contemporary period. Fundamental questions such as the relationship of political philosophy to basic epistemological and ethical questions, the foundations of authority in society, and how political philosophy is affected by cultural changes are given special emphasis.

*Gerard O'Brien, S.J.*

**PL 444 Modern Philosophy of Imagination (Spring: 3)**

Readings in the philosophy of imagination from Plato to post-modernity.

*Richard M. Kearney*

**PL 455 Kierkegaard and Nietzsche (Fall: 3)**

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

*Stuart B. Martin*

**PL 497 Parmenides (Spring: 3)**

Parmenides, the greatest of the Greek philosophers before Socrates, lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. He taught that being is One, unalterable—arguably intelligent. Was this, as modern Rationalists maintain, a logical miscalculation? Or was it a mystical insight? To answer this question and to understand the role which Parmenides played in the impending shift of human consciousness, we will explore both visual materials and literary texts, as well as compare Greek mythology to its correlates in the Koran, Taosim, Hinduism, Buddhism, and in the Jewish and Christian scriptures.

*Stuart B. Martin*

***Undergraduate and Graduate Course Offerings***

**PL 416 Hannah Arendt: The Human Condition and The Life of the Mind (Spring: 3)**

Though still controversial, Hannah Arendt is now recognized as one of the major thinkers of this century in areas such as political philosophy and deconstruction of metaphysics. The purpose of this course is to offer an introduction to the main topics of her inquiry: first, the structures of active life (labor, work, action, the private and public), and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking, that is, the professional thinkers.

*The Department*

**PL 435 Theory of the Novel (Fall: 3)**

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as the following: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*,

*Light in August*, and *Madame Bovary*. In this course we will read the novels in relationship to selected texts from the history of Aesthetics in *Philosophies of Art and Beauty*.

*David M. Rasmussen*

**PL 500 Philosophy of Law (Spring: 3)**

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) a brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman); (3) critical legal studies; (4) law and violence (Derrida). The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

*David M. Rasmussen*

**PL 504 Plotinus: The One and the Many (Spring: 3)**

This course is designed to look at the puzzles Parmenides set for three major figures in Greek philosophy, Plato, Aristotle and Plotinus. The issues include the Platonic problems of participation, the relation of the forms to particulars, the Aristotelian rejection of the world of forms and its replacement by the categories, and finally Plotinus' attempt to combine Plato's ontology with Aristotle's categories. We will begin with Plotinus' difficult treatise on the categories, *Ennead VI 1-3*[42- 44]. After these preliminary lectures on Plotinus, there will be seminar presentations on the sources Plotinus is using—Parmenides, Plato and Aristotle.

*Gary M. Gurtler, S.J.*

**PL 511 Science and the Search for New Understandings (Fall: 3)**

A true liberal arts education is grounded in both the humanities and science. This course will introduce students to one of these two main pursuits: namely science. We will combine core elements of science and mathematics in order to help us reflect upon the set of assumptions embodied in the work of mathematicians and natural scientists. We will be concerned with these assumptions as they regard the kind of intelligibility the world does or does not possess.

*Brian J. Braman*

*Joseph F. Flanagan, S.J.*

**PL 519 Science and Religion: Shifting Boundaries, Changing Contexts (Spring: 3)**

The intent of this course is to explore the complex and shifting relationship between scientific thought and religious belief through a reading of selected scientific texts where religious language and themes are woven into the texture of the reasoning. The course will focus on the Scientific Revolution of the 16th and 17th centuries. Throughout the course attention will be given to contemporary issues to do with the relationship between science and religion that are in continuity with those we consider in these centuries. No particular scientific knowledge is required for the course.

*Ronald Anderson, S.J.*

**PL 523 Problem of Measure and the Origins of the Modern Fact/Value Dichotomy (Spring: 3)**

The legitimacy of the modern notion of scientific progress and the ideal of objectivity which it presupposes have been brought into question by reflections on the "loss of value" implicit in the reduction of our lived, experientially rich and meaning laden world, to a determinate world of bare facts. These facts may be manipulated in the technological reconstruction of the world, but can never provide an ethical measure for human action. We will consider the origins of this fact/value dichotomy as it arises in the epochal transition from

the late medieval to the modern world, in an attempt to clarify the way in which the modern project of scientific progress depends on a pre-scientific conception of the integrity and richness of reality itself.  
*Elizabeth Brient*

**PL 540 Philosophy of Liberation (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This is a discussion of the philosophy of liberation, starting from the consciousness of oppression as seen as a radically new starting point for education. The issue will be examined first in two of its extreme forms in Latin America (Freire) and in Africa (Fanon) but then will turn to an examination of the situation closer to home in black consciousness (Malcolm X) and in other instances of new demands for liberation chosen according to the experiences of the students participating in the course.

*Oliva Blanchette*

**PL 541 Philosophy of Health Science: East and West (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition, from India of about 500 B.C., will be studied. We will see how the physicians and philosophers of such diverse schools approach philosophical and ethical problems inherent in medical practice.

*Pramod Thaker, M.D.*

**PL 554 Philosophy of Poetry and Music (Spring: 3)**

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

*Joseph F. Flanagan, S.J.*

**PL 577 Symbolic Logic (Spring: 3)**

An introduction to the powerful but straightforward ways symbolic techniques can be used to express and evaluate arguments of ordinary everyday language. These techniques reveal the ways in which logical structure is subtly woven into such language and work to enhance the skills necessary for effective reasoning. It is intended that overall the course will provide an insight into and intuitive feel for the remarkable property of "logical necessity" which characterizes all valid deductive arguments. A number of interesting questions of 20th century logic will be briefly considered such as the paradoxes associated with self-reference (e.g., "this sentence is false"), the main ideas of Goedel's theorems, and the associated question of whether or not the procedures of symbolic logic when computerized can capture the full range of human reasoning. No prior knowledge of logic will be presupposed.

*Ronald Anderson, S.J.*

**PL 582 The Fiction of C.S. Lewis (Fall: 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was

a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. The fall semester will explore Lewis' fiction.

*Peter J. Kreeft*

**PL 583 Philosophy of Biology (Fall: 3)**

From time immemorial, the questions of What is Life? and the best ways to scientifically investigate and explain life have challenged philosophical thinking. These questions became acute as the rise of modern science and especially modern chemistry and Darwin's theory of evolution made those questions even more challenging. Most recently, chaos and the science of complex dynamic systems have pushed the quest still further. This course will combine studies of developments in the history of biology with an exploration of attempts by philosophers to pursue answers to these questions.

*Patrick H. Byrne*

**PL 584 The Philosophy of C.S. Lewis (Spring: 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. This semester will consider Lewis' non-fiction works.

*Peter J. Kreeft*

**PL 589 Existentialism and Selfhood (Fall: 3)**

Analysis of existential theories of the human subject from Nietzsche and Kierkegaard to Heidegger and Sartre.

*Richard M. Kearney*

**PL 593 Philosophy of Science (Fall: 3)**

The intent of this course is to provide an introduction to the main themes, movements, and thinkers of 20th century philosophy of science. The recent studies of science that stress the roles of cultural, gender, and political factors in the formation of scientific knowledge will be included as well as those on the role of experimentation in scientific practice. One of the underlying projects of the course will be to explore the reasons why the enterprise of science is remarkably successful in providing us with reliable knowledge of the world.

*Ronald Anderson, S.J.*

**PL 594 Foundation of Ethics (Spring: 3)**

Ethical living has been a challenge for humanity since the beginnings of recorded history. Indeed, the problem of ethical thought and living has always been a central concern of philosophical reflection, especially in the West. In the late twentieth century, however, the problem of ethics has reached a state of "crisis," as increasingly people have come to suspect that no normative basis for ethics can be found. This course will examine attempts to find foundations for ethics and look at these attempts in relation to "antifoundationalist" critiques.

*Patrick H. Byrne*

**PL 599 Kant's Moral Philosophy (Fall: 3)**

*Prerequisite:* Some understanding of Kant's epistemology.

We will do close readings of *The Critique of Practical Reason*, *The Grounding of the Metaphysics of Morals*, and selected essays.

*Ronald K. Tacelli, S.J.*



**PL 610 The Scientific Revolution and Its Consequences (Spring: 3)**

An exploration of the great revolution of the 16th and 17th centuries that created modern science. The topics will include the following: the creation of a methodology for science; new principles of evidence and new sources of authority; organization and dissemination of knowledge; sources of support or patronage for the new science; and the social, religious, and intellectual components of the revolution.

*I. Bernard Cohen*

**PL 620 Aristotle's *Politics* (Fall: 3)**

This course will involve a careful reading of Aristotle's *Politics* from two different but related perspectives. First, from the ancient perspective, we will study it as a paradigmatic text for the tradition of Greek political thought, which includes not only Plato and Thucydides but the whole Sophistic tradition of reflection on mankind within the polis. Secondly, from our unavoidable modern perspective, we will examine Aristotle's views on such questions as justice, rights, and slavery. As a point of departure, we will use the modern debate between liberalism and communitarianism in order to reorient ourselves for the very different approach to politics within the context of the Greek polis.

*John J. Cleary*

**PL 625 The Problem of Self-Knowledge (Spring: 3)**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. The work of Bernard Lonergan will serve as a guide.

*Joseph F. Flanagan, S.J.*

**PL 647 Feminist Perspective on Philosophical Traditions (Fall: 3)**

*Prerequisite:* At least two electives beyond the Core

Feminist thinking is anchored in women's experience, yet efforts to argue for an essentially male or female point of view are problematical. Beginning with an examination of this tension, the course will explore what it means to have a distinctively feminist approach to philosophical problems and for philosophy to be "gendered." The course will focus on some practices of exclusion—both implicit and explicit—through which women have been constructed in philosophical theories. The following topics will be among those considered: the conception of human nature in ideas of the good life; and how ideals such as morality and autonomy, reason and freedom, depend on particular assumptions about the nature of experience and reality, reason and emotion, masculinity and femininity.

*Ingrid Scheibler*

**PL 670 Technology and Culture (Fall: 3)**

**Cross listed with MC 670/SC 670**

See course description in the Computer Science Department.

*William Griffith*

**Graduate Course Offerings**

**PL 701 Critical Theory and Pragmatism (Fall: 3)**

In this seminar we will examine the interface between critical theory and pragmatism in the following four areas: (1) Theory of Truth: the ways in which the reconstruction of the work of C.S. Peirce provided the basis for the concepts of truth and validity in the work of Jurgen Habermas and Karl-Otto Apel. (2) Theory of Identity: the ways in which Geroge Herber Mead's concept of intersubjective identity affected the work of Jurgen Habermas and Axel Honneth. (3) Theory of Politics: a consideration of the contribution

of John Dewey to political theory and critical theory's reconstruction of that theory. Also, we will consider the interrelationship between the work of Jurgen Habermas and John Rawls on liberalism, law, and politics. (4) Theory of Language: a consideration of the most recent developments in speech act theory as presented by Robert Brandom in relationship to later critical theory.

*David M. Rasmussen*

**PL 706 Aquinas and Reid (Spring: 3)**

After a quick rehearsal of classical modern views of human nature and human knowledge from Descartes to Berkeley, we will look carefully at Reid's great dissent from the modern epistemological project and his attempt to revive a quasi-Aristotelian account of human nature and human knowledge. We will then turn to Aquinas' account of the same matters to see where they overlap, where they differ, and where we should situate Aquinas with respect to the modern project that Reid repudiates.

*Thomas S. Hibbs*

**PL 717 Mysticism (Fall: 3)**

*Prerequisites:* Graduate level, open to Philosophy or Theology majors, others need special permission.

No one in the history of human thought has ever put forth more challenging claims than the mystics did. To reach the absolute summit of thought, and perhaps beyond it; to "see" ultimate reality and even attain "oneness" with IT. Is this madness or the highest human development that we are all designed for? What does the phenomenon of mysticism tell us about metaphysics, about epistemology, and about anthropology, about ethics? What is the relation between mystics and saints? Between Western and Oriental mysticism? Is mysticism the highest common denominator in all religions? An open-ended exploration with a professor who is also a "babe in the woods," a beginner here.

*Peter J. Kreeft*

**PL 721 The Phenomenological Revolution (Fall: 3)**

Discussion of the phenomenological method outlined by Edmund Husserl and reinterpreted by such disciples as Heidegger, Merleau-Ponty and Derrida.

*Richard M. Kearney*

**PL 724 Seminar: Hegel's Logic (Fall: 3)**

**Open only to graduate students.**

A textual analysis of the first part of Hegel's *System*, starting from the *Logic of Being* and moving into the *Logic of Essence*, with special attention given to the method of Hegel's thought.

*Oliva Blanchette*

**PL 733 Levinas and Heidegger (Spring: 3)**

Levinas once claimed that *Totality and Infinity* is a book "originating in a ceaseless attention paid to *Being and Time*." The purpose of this course is to determine, on a textual basis, the stakes of that ceaseless attention.

*The Department*

**PL 739 Paradigms of Public Reason: Contemporary Perspectives in Law, Politics and Philosophy (Spring: 3)**

A number of approaches to modern discourses on politics have emerged recently under the category of public reason, with a particular focus on the interrelationship between law, politics, and philosophy. This course will consider various approaches to public reason, including: (1) the postmodern paradigm (Derrida and others); (2) the liberal paradigm (Rawls, Scanlon, Dworkin, Ackerman and others); (3) the procedural paradigm (Habermas and others); and (4) the republican paradigm (Arendt, Michelman, Sandel, MacIntyre, Taylor, and others).

*David M. Rasmussen*

**PL 740 The Philosophy of St. Augustine (Fall: 3)**

*Prerequisite:* Some introductory courses in philosophy. No knowledge of Latin required.

This course examines Augustine's philosophical insights and reflections on his experience as seen in *The Confessions* and *The City of God* as well as in several of his early works. The stress will be on reading of the texts themselves and seeing Augustine's thought in his own context. But, there will be some attempt to present at least a partial synthesis of his views at the time of writing *The Confessions*.  
*Gerard C. O'Brien, S.J.*

**PL 742 Philosophy of Narrative (Spring: 3)**

Exploration of modern philosophies of narrative with particular attention to the work of Paul Ricoeur.

*Richard M. Kearney*

**PL 762 Soren Kierkegaard (Fall: 3)**

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. These writings are most often interpreted as offering to the reader a series of competing life-views among which the reader must choose. The emphasis here is on the act of choice and the unbounded freedom of the proto-Sartrean subject. One might argue, however, that the fictional characters in the works do not so much present possibilities among which the self must choose as they depict a subject already in disintegration—the splitting of the subject in its striving for autonomy. This paralysis and disunity appears in Kierkegaard's work in various ways: as a disharmony between the subject as observing and the subject as acting, or between the subject as fully autonomous and the subject as exhaustively determined by either nature or Providence. We will examine Kierkegaard's psychological and philosophico-religious diagnoses of this disunity, as well as discuss (and critique) his vision of personal unity.

*Vanessa Rumble*

**PL 768 Insight (Fall: 3)**

This course explores the basic themes and method of Lonergan's *Insight* through a close textual reading.

*Joseph F. Flanagan, S.J.*

**PL 774 Beyond Aristotle's Physics (Fall: 3)**

This graduate course will consider the complex relationship between Aristotle's physics and metaphysics from many different perspectives; e.g., method, content, and status as theoretical sciences. We will begin by comparing Aristotle's very similar treatment of the four causes in *Physics II* and *Metaphysics I*. After examining some key physical concepts such as nature and chance, motion, the Infinite, time and place, we will focus on his physical arguments in *Physics VIII* for the existence of an unmoved mover. Using this as a bridge to *Metaphysics XII*, we will consider the reasons why Aristotle held that his science of being qua being culminates in theology. This will involve a detailed examination of his treatment of substance in *Metaphysics VII-IX*, as well as his conception of the science of metaphysics in Books III-VI.

*John J. Cleary*

**PL 782 Philosophy of Language (Spring: 3)**

This course will focus on the major strands in twentieth century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, Paul Ricoeur, W.V.O. Quine, and John Searle.

*Eileen C. Sweeney*

**PL 801 Thesis Seminar (Spring: 3)**

A research course under the guidance of a faculty member for those writing a master's thesis.

*The Department***PL 826 Heidegger In-Between (Fall: 3)**

*Prerequisite:* For graduate students only. Familiarity with *Being and Time* will be presupposed.

The so-called *Kehre* in Heidegger's thought took place, allegedly, between 1930 when "On the Essence of Truth" was first projected and 1943 when it was finally published. Now available in English translation is one course given at the beginning of that period (*The Fundamental Concepts of Metaphysics*, 1929-30) and one at the end (*Parmenides*, 1942-43). This seminar will examine selected representative passages from these two courses in order to assess what *Kehre*, if any, may have taken place between them.

*William J. Richardson, S.J.*

**PL 855 Seminar: Heidegger I (Fall: 3)**

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being.  
*Thomas J. Owens*

**PL 856 Seminar: Heidegger II (Spring: 3)**

*Prerequisite:* PL 855

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

*Thomas J. Owens*

**PL 871 St. Thomas Aquinas: *Summa Theologica* (Spring: 3)**

*Prerequisite:* Graduate level; selected undergraduates may enter only by special permission from the professor

This is an intensive rather than an extensive "Great Books" style exploration of the *Summa Theologica*. Previous acquaintance with Greek philosophy and with the basics of traditional Aristotelian logic is useful, but opportunities for summary and review of these two foundations of Aquinas' conceptual skeleton will be made available to students who need it.

*Peter J. Kreeft*

**PL 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PL 990 Teaching Seminar (Fall/Spring: 3)**

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

*Richard Cobb-Stevens*

**PL 998 Doctoral Comprehensives (Fall/Spring: 0)**

*The Department*

**PL 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Physics****Faculty**

**George J. Goldsmith**, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

**Frederick E. White**, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

**Solomon L. Schwebel**, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

**Francis A. Liuima, S.J.**, *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

**Pradip M. Bakshi**, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

**Kevin Bedell**, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

**Robert L. Carovillano**, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

**Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

**Gabor Kalman**, *Research Professor*; D.Sc., Israel Institute of Technology

**Michael J. Naughton**, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University

**David A. Broido**, *Associate Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

**Michael J. Graf**, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Krzysztof Kempa**, *Associate Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Ziqiang Wang**, *Associate Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

**Hong Ding**, *Assistant Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

**Jan Engelbrecht**, *Assistant Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

#### Departmental Notes

- Department Administrator: Shirley Lynch, 617-552-3576, shirley.lynch@bc.edu
- Department Administrative Secretary: Joan Drane, 617-552-3575, joan.drane@bc.edu
- World Wide Web: <http://www.physics.bc.edu>

#### Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics. This program is designed to prepare a student for advanced graduate studies and for a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and an opportunity to work closely with faculty and graduate students on advanced research projects.

The physics program is revised periodically. Listed below are the current major requirements for students who entered Boston College prior to September 1998 as well as the new program for students who enter Boston College on or after September 1998. During the transition period, both programs will be offered in parallel.

#### Major Requirements

##### For students entering Boston College before September 1998

The minimum requirements of the B.S. program include ten lecture courses in physics of which eight are numbered above 300.

- Among these courses, the following six are required: PH 303, PH 401, PH 402, PH 403, PH 411, PH 420.
- In addition, a physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 430,

PH 441, PH 480 or PH 525, PH 540.

- The required laboratory courses are the following: PH 203-204, PH 309, PH 405-406, and PH 535.
- In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following Mathematics courses are required: MT 102, MT 103, MT 202, MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

##### For students entering Boston College on or after September 1998

The minimum requirements of the B.S. program include eleven lecture courses (with the associated laboratory) in physics of which nine are numbered above 300.

- Among these courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 441, PH 480, PH 515, PH 525, PH 530. Some of these courses are offered periodically based on demand.
- The required laboratory and computer courses are the following: PH 203-204, PH 309, PH 409, and at least one of either PH 430 or PH 535.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following Mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

#### Minor Requirements

The minimum requirements for a minor in physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above).

Many of these courses have prerequisites. Students are advised to consult with the Director of the Minor Program when selecting these courses.

- *Substitutions*: PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the former are preferred. Students must consult with the Director of the Minor Program if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites*: MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for some of the upper-level physics courses. Students should consult with the Director of the Minor Program to determine whether they will need to take these additional mathematics courses.

#### Departmental Honors Program

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the

first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally, and the special field of the thesis. The examining committee shall be appointed by the chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

#### Information for First Year Majors and Non-Majors

Physics majors should enroll in the course PH 209 and the associated lab PH 203 in the fall semester of the freshman year. Other science majors (non-premedical) planning on physics in the freshman year can enroll in either PH 209 or PH 211 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for physics majors as well as mathematics, chemistry, geology, and geophysics majors is MT 102. MT 100 is intended for biology and premedical students.

#### Course Offerings

Courses numbered below 200 are introductory courses directed towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I, II are required of all biology, chemistry and physics majors. Courses numbered above 300 are advanced offerings primarily for physics majors.

#### Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D., level, and our graduates have gone on to successful careers in many areas, including academic, industrial, and governmental positions.

#### Master's Program

Each candidate for a terminal Master's degree must pass a Master's Comprehensive examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive examinations in conjunction with the graduate faculty. Generally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper but no thesis.

#### M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis

credits (PH 801). Required courses include the following: PH 711 PH 721, PH 732, PH 741, and PH 707-708. The Master's Comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

#### M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same courses and Master's Comprehensive examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722, PH 733, and PH 742 are required.

#### M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Graduate School of Education in cooperation with the Department of Physics. It requires admission to both the Graduate School of Education and to the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at (617) 552-4214.

#### Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Ph.D. Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of his/her major field selection and the Chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

#### Requirements

Required courses for the doctorate are the following: PH 722, PH 733, PH 742, PH 707-708 and four additional courses in distinct areas outside the student's research specialty, chosen from the graduate electives of the Department or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant, or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

#### Comprehensive Examination

Within one year of entering the graduate program, each student will take the Comprehensive Examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one

year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the Department. Students may attempt this examination twice.

### Research Area Examination

Within nine months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and it covers topics agreed to by the student and his/her Doctoral Committee as appropriate to prepare the student for research work in his/her area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a doctoral candidate.

### Thesis

In consultation with the Doctoral Committee, each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

### Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

### General Information

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to each entering student to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive upon arrival, thereby accelerating their progress in our program.

### Research Information

The Physics department is strongly research oriented, with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal and other correlated Fermi liquids, theoretical and experimen-

tal studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Illinois CRAY supercomputing facility, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the department, or visit the Physics department's World Wide Web Homepage located at <http://www.physics.bc.edu>.

### Undergraduate Course Offerings

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

#### PH 101-102 Basic Laboratory I and II (Fall/Spring: 1)

##### Lab fee required

A course that provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week.

*Andrzej Herczynski*

#### PH 115-116 Structure of the Universe I and II (Fall/Spring: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

*Baldassare Di Bartolo*

#### PH 183-184 Foundations of Physics I and II (Fall/Spring: 3)

##### Recommended Laboratory (optional): PH 101-102

This course is an introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary twentieth century ideas in relativity and quantum physics and their application to the subatomic world.

*Michael Naughton*

#### PH 199 Special Projects (Fall/Spring: 3)

Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

*The Department*

**PH 203-204 Introductory Physics Laboratory I and II**  
(Fall/Spring: 1)**Lab fee required**

A laboratory course that provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

*Andrzej Herczynski*

**PH 209-210 Introductory Physics I and II (Calculus)**  
(Fall/Spring: 4)

*Prerequisites:* MT 102-103 (May be taken concurrently)

**Recommended laboratory:** PH 203-204 (Required for science majors)

PH 209-210 is the two semester introductory course intended for students majoring in the physical sciences. Principles and basic concepts are emphasized, along with problem solving techniques, to prepare the student for more advanced study in physics and related fields. First semester topics include: Newton's laws; energy, momentum, and angular momentum; relativity; oscillation and waves; fluids; heat and thermodynamics. Second semester topics include: electricity and magnetism; geometrical and physics optics; introduction to the quantum physics and applications to atoms, nuclei, and particles.

*Robert L. Carovillano*

**PH 211-212 Introduction to Physics I and II (Calculus)**  
(Fall/Spring: 4)

*Prerequisites:* MT 100-101 (May be taken concurrently)

*Corequisite:* PH 213

**Recommended laboratory (optional):** PH 203-204

First semester is an introduction to the following: classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation, wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester includes the fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics.

*The Department*

**PH 213-214 Introduction to Physics Recitation I and II**  
(Fall/Spring: 0)

Recitation section, corequisite to PH 211-212. Problem solving and discussion of topics in a small-class setting. One hour per week.

*The Department*

**PH 301 Vibrations and Waves (Fall: 4)**

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following. Mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. Lectures and laboratory.

*The Department*

**PH 303 Introduction to Modern Physics (Spring: 4)**

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quan-

tum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. Lectures and laboratory.

*Michael Graf*

**PH 309 Computational Physics Laboratory (Fall: 1)**

This laboratory course provides an introduction to using the computer to solve physics problems. No prior computer experience is required. Students will learn to exploit the power of the computer to solve analytically intractable problems, and to investigate the behavior of systems resulting from different initial input parameters.

*Krzysztof Kempa*

**PH 399 Scholar's Project (Fall/Spring: 0)**

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

*The Department*

**PH 402-403 Electricity and Magnetism I and II (Fall/Spring: 3)**

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

*Baldassare Di Bartolo*

*Rein Uritam*

**PH 405-406 Modern Laboratory Techniques I and II**  
(Fall/Spring: 1)

**Lab fee required**

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.

*The Department*

**PH 411 Atomic and Molecular Physics (Fall: 4)**

This is a course at the intermediate level that includes the following: simple and multi-electron atoms; the Schrodinger equation; the Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays and molecular physics.

*Michael Graf*

**PH 412 Nuclei and Particles (Fall: 3)**

This is a course at the intermediate level that includes the following: structure of the nucleus; the neutron; the deuteron; alpha decay; beta decay; nuclear models; nuclear reactions; collision theory; nuclear forces; high energy physics; systematics; and properties of elementary particles and symmetries.

*The Department*

**PH 420 Statistical Mechanics and Thermodynamics (Fall: 3)**

This course includes the laws and theorems of thermodynamics: reversibility and irreversibility, change of phase, entropy, ideal gases and real gases, Maxwell-Boltzmann distribution, Fermi-Dirac statistics, Bose-Einstein statistics, and the statistical basis of thermodynamics.

*Ziqiang Wang*

**PH 430 Numerical Methods and Scientific Computation**  
(Spring: 4)

This course introduces students to a variety of numerical methods used to solve computationally a broad range of problems in physics as well as several other disciplines including chemistry, mathematics, economics, finance, and computer science. The course will focus on the use of appropriate algorithms and tools, including C++,

FORTTRAN, and Mathematica, for the solution of large-scale problems arising in scientific research. Basic scientific background is required.

Interested students should consult with instructor to determine if their background is appropriate.

*Jan Engelbrecht*

**PH 532 Senior Thesis (Spring: 3)**

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

*The Department*

**PH 535 Experiments in Physics I (Fall: 3)**

**Lab fee required**

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics.

*Hong Ding*

**PH 540 Cosmology and Astrophysics (Spring: 3)**

An overview of the contemporary view of the Universe. The overall structure of the Universe: galaxies, clusters, and stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes Pulsars. The expanding Universe. Big Bang. The inflationary Universe. Elementary particles, and cosmology.

*Gabor Kalman*

**PH 599 Readings and Research in Physics (Fall/Spring: 0)**

**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*

**Graduate Course Offerings**

**PH 700 Physics Colloquium (Fall/Spring: 0)**

This is a weekly discussion of current topics in physics. No academic credit. No fee.

*The Department*

**PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)**

A discussion of topics in physics from the current literature.

*The Department*

**PH 711 Classical Mechanics (Fall: 4)**

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media.

*David Broido*

**PH 721 Statistical Physics I (Spring: 3)**

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

*Krzysztof Kempa*

**PH 722 Statistical Physics II (Fall: 3)**

A modern view of phase transitions and critical phenomena, including the following topics: Landau theory of phase transitions, dimensional analysis, role of fluctuations, critical exponents, scaling and an introduction to renormalization group methods.

*Jan Engelbrecht*

**PH 732 Electromagnetic Theory I (Spring: 4)**

Topics include: physical basis of the Maxwell equations, potentials and gauges; electrostatics and magnetostatics; multipole moments; material media; energy and momentum conservation of fields and particles; wave phenomena and geometrical optics; point charge motion in external fields, relativistic principles, concepts, and applications; covariant electrodynamics.

*Robert L. Carovillano*

**PH 733 Electromagnetic Theory II (Fall: 4)**

This course surveys radiation theory, gauge choices and transformations, Lienard-Wiechert potentials, dispersion and scattering theory, special theory of relativity, covariant electrodynamics, and spin and angular momentum of the electromagnetic field and selected applications.

*Gabor Kalman*

**PH 735-736 Techniques of Experimental Physics I and II (Fall/Spring: 3)**

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

*The Department*

**PH 741 Quantum Mechanics I (Fall: 4)**

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.

*Pradip Bakshi*

**PH 742 Quantum Mechanics II (Spring: 4)**

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.

*Pradip Bakshi*

**PH 761 Solid State Physics I (Spring: 3)**

Considered are the following: crystal structure and bonding, diffraction and reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, and semiconductor theory and devices.

*Ziqiang Wang*

**PH 799 Readings and Research in Physics (Fall/Spring: 0)**

**Credits by arrangement**

*The Department*

**PH 801 Physics Thesis Research (Fall/Spring: 3)**

A research problem of an original and investigative nature.

*The Department*

**PH 835 Mathematical Physics (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

*Krzysztof Kempa*

**PH 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PH 910 Seminar: Topics in Physics (Spring: 3)**

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*The Department*

**PH 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**PH 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation

*The Department*

**Political Science**

*Faculty*

**Peter S. H. Tang**, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

**R. Shep Melnick**, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

**Christopher J. Bruell**, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

**Marc K. Landy**, *Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., Harvard University

**Christopher J. Kelly**, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

**Marvin C. Rintala**, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Robert S. Ross**, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

**Kay L. Schlozman**, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Robert Scigliano**, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Susan M. Shell**, *Professor*; B.A., Cornell University; Ph.D., Harvard University

**David A. Deese**, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Dennis Hale**, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**David R. Manwaring**, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**John T. Tierney**, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

**Nasser Behnegar**, *Assistant Professor*; B.A., M.A., Ph.D., University of Chicago

**Jennie Purnell**, *Assistant Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**Departmental Notes**

- Administrative Coordinator: Sandra MacDonald, 617-552-4144, sandra.macdonald@bc.edu
- World Wide Web: <http://www.bc.edu/politicalscience>

***Undergraduate Program Description***

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

**Political Science Majors**

The Political Science major requirements include: the two introductory courses, PO 041 and PO 042, one course in each of the four subfields of political science: American Politics (300), Comparative Politics (400), International Politics (500) and Political Philosophy (600). It is not necessary to take PO 041 before PO 042. If, before declaring the major, a student has already taken one or two of the other introductory Political Science courses that fulfill the University Social Science Core requirement (PO 051, PO 061, PO 091), those may substitute for PO 041, PO 042, or both. The major is completed by taking four additional electives in any subfield, for a total of 10 courses in all.

**Departmental Honors**

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by Departmental invitation and based on the student's major and overall GPA.

Students in the honors program are expected to take a total of two honors seminars during their junior and senior years. These seminars, considered electives in the major, do not exempt students from the requirement of taking one course in each of four subfields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the department, including two honors seminars, and they must write an honors thesis. The level of departmental honors depends upon the quality of work in the thesis, the honors seminars, and level of course work generally. Students who decide not to write the thesis but who have taken twelve courses and demonstrated excellence in the major, and in the two honors seminars, are eligible for the lowest level of departmental honors.

**Special Programs**

Arts and Sciences students who want the challenge of working intensively on a scholarly project of their own design during their senior year should consider applying for the Scholar of the College program. Participants in this program usually take two upper-level electives in each semester of their senior year, and have the rest of their time to work independently on their projects. Admission is by application (usually late in the fall of the junior year) through the Department Chairperson to the Dean. Applicants should have at least a 3.5 average (preferably 3.7 or better) and the approval of a faculty supervisor.

Under the Internship Seminar, PO 355 and PO 356, qualified juniors and seniors may devote six credits of a semester's load to constructive work in federal, state, or local governmental units in the



Boston area, together with a special seminar held on campus. Admission to the program is by application to the Department. Forms are available from the Department office.

### **Graduate Program Description**

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

### **Master of Arts Degree**

The Master's program requires ten courses with at least one course taken in three of the Department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

### **Doctor of Philosophy Degree**

Fifteen courses (45 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the fifteen courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

### **Admissions**

An undergraduate major in political science is preferred but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The department requires the general GRE test, a "Statement of Purpose," and a sample of scholarly work, such as a term paper.

Completed applications should be in the department by February 1, so that decisions can be reached by mid-March.

### **Financial Aid**

The Department is usually able to provide financial support to our doctoral candidates for a period of three or four years, although the department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They entail six to eight hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the department also awards the Thomas P. O'Neill Fellowship to an incoming student in American politics. Named in honor of the former Speaker of the House, this fellowship carries a larger stipend in addition to full tuition remission. The grant entails some assistance to the O'Neill Professor or other activity related to the O'Neill program.

### **Undergraduate Course Offerings**

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

### **Core Courses**

For freshmen and sophomores, juniors and seniors by department permission only.

**Note:** These are the only departmental courses open to freshmen.

### **PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**For Majors only**

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042.

*Kathleen Bailey*

*Nasser Behmegar*

*Christopher Bruell*

*Dennis Hale*

*Kenji Hayao*

*Christopher Kelly*

*Marc Landy*

*Shep Melnick*

### **PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**For majors only**

This is an introduction to governments, political ideas and theories, and the study of politics. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. But each of the course instructors will also draw in other materials aimed at providing some comparative perspective, and especially an understanding of the ways in which the American system is different or unique.

*Dennis Hale*

*Kenji Hayao*

*Marc Landy*

*John Tierney*

### **PO 061 American Politics: The Organization of Power (Fall: 3)**

**Satisfies Social Science Core Requirement**

**For non-majors**

**Not open to students who have taken PO 051.**

This course examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results.

*David R. Manwaring*

### **Special Undergraduate Courses**

### **PO 281 or 282 Individual Research in Political Science**

**(Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

*The Department*

**PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)**  
*The Department***PO 297 Honors Seminar: U.S. China Relations (Fall: 3)**

This course examines the key turning points and trends in U.S.-China relations. The first part of the course examines the relationship from the 17th to the mid-twentieth century. The rest of the course examines the relationship since 1949, when the Communist party assumed control of China. The readings and discussions will focus on the major conflicts in the relationship, the development of Cold War cooperation, and the emerging post-Cold War trends.

*Robert Ross*

**PO 298 Honors Seminar: Political Philosophy and Autobiography (Spring: 3)**

This course will examine the relation between the political thought of major thinkers and their discussions of their lives in their autobiographies. In particular it will focus on their presentations of the relations between experience and thought and between thinkers and the communities in which they live. The authors studied will include St. Augustine, Jean-Jacques Rousseau, Benjamin Franklin, and John Stuart Mill.

*Christopher Kelly*

**Undergraduate Electives**

*Prerequisite:* Sophomore standing or higher

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students.

*Prerequisite:* Junior standing or higher.

**American Politics****PO 301 Policy and Politics in the US (Fall: 3)**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.

*Shep Melnick*

**PO 303 The Modern Presidency (Fall: 3)**

**Not open to students who have taken PO 317.**

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader.

*Marc Landy*

**PO 307 Environmental Law (Spring: 3)**

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law litigation and constitutional claims to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms. The course is offered by two-person teams from the law school under the supervision of law school Prof. Zygmunt Plater.

*Zygmunt Plater*

**PO 309 Congressional Politics and Policy Making (Fall: 3)**

This course examines the United States Congress from an institutional perspective. After a brief overview of the institution's historical development and a short discussion of the arts involved in acquiring and maintaining political power, the course focuses on four major aspects of this representative and deliberative institution: (1) the connections between Members and their constituents; (2) the internal structures and power arrangements that shape the processes and politics of lawmaking, (3) the reciprocal relationships among Congress and the rest of Washington's principal political establishment; and (4) the dynamics of congressional policymaking.

*John Tierney*

**PO 310 Criminal Justice: Constitution and Practice (Spring: 3)**

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

*David R. Manwaring*

**PO 317 The American Presidency (Spring: 3)**

**Not open to students who have taken PO 303.**

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership.

*Robert Scigliano*

**PO 321 American Constitutional Law (Fall: 3)**

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

*David R. Manwaring*

**PO 322 Courts and Public Policy (Fall: 3)**

*Prerequisite:* Previous course on the courts or constitutional law

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

*Shep Melnick*

**PO 331 The Politics of Organized Interests (Fall: 3)**

This course examines the many private organizations—corporations, trade associations, unions, professional societies, environmental and consumer groups, and so on—that represent interests in American national politics. Part of our emphasis will be on their internal organization and operation. We shall be concerned, for example, with the problems they have in getting started and staying in business—that is, attracting a membership or constituency and maintaining support over time. Along these same lines, we shall consider the variety of resources useful to organizations for political action. The course focuses principally on the role these organizations play in Washington politics and the myriad ways in which they try to influence the decisions of policy-makers. Finally, we shall consider the impact of their activities on the nature of American politics and governance.

*John Tierney*

**PO 344 American Legal System (Spring: 3)**

A comprehensive survey. Topics include the following: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

*David R. Manwaring*

**PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)**

*Prerequisites:* Admission to this course is by application only. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices.

This is a program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of community officials.

*Marie Natoli*

**PO 360 Seminar: Rights in Conflict (Fall: 3)**

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals. This seminar is primarily for sophomores. Juniors admitted with departmental permission.

*Kay L. Schlozman*

**Comparative Politics****PO 400 Comparative Politics (Spring: 3)**

This course is an introduction to the subfield of comparative politics. It is organized thematically rather than by case studies: drawing on diverse political systems in Latin America, Africa, and Europe, we will explore some of the central issues in comparative politics, including states and nations, political economies, democratic and authoritarian regimes, regime transitions, and different democratic institutions (e.g., political parties and electoral systems, presidential and parliamentary systems). Open to sophomores.

*Jennie Purnell*

**PO 405-406 Politics in Western Europe I and II (Fall/Spring: 3)**

This course introduces a comparison of national-level politics in Western Europe. In the first semester, we will compare politics in Britain and France (including the Third, Fourth, and Fifth Republics). The second semester will involve comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), to the politics in Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

*Marvin Rintala*

**PO 416 Introduction to Chinese Politics (Spring: 3)  
Satisfies Cultural Diversity Core Requirement**

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy.

*Robert S. Ross*

**PO 417 Introduction to Japanese Politics (Spring: 3)  
Satisfies Cultural Diversity Core Requirement**

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

*Kenji Hayao*

**PO 428 Politics in Latin America (Spring: 3)  
Satisfies Cultural Diversity Core Requirement**

This course is an introduction to the political systems of Latin America. It is organized thematically, using case studies of individual countries to explore important political issues, processes, and institutions in the region. After a brief historical overview of political and economic development, we will focus on the role of the military in politics (Chile), religion and politics (Brazil), democratization and economic restructuring (Mexico), and human rights and gender politics (El Salvador). The course is appropriate for majors who have completed PO 041-42 (and preferably PO 400), as well as non-majors with a strong interest in Latin America.

*Jennie Purnell*

**PO 429 Social Movements and Democracy in Latin America (Fall: 3)**

*Jennie Purnell*

**PO 438 Introduction to Russian, Soviet and East European Studies (Fall: 3)**

**Cross listed with HS 272**

**Not open to those who have taken PO 080.**

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

*Kathleen Bailey*

*Raymond T. McNally*

**PO 439 Leadership in Europe (Fall: 3)**

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

*Marvin Rintala*

**PO 445 Power and Personality (Spring: 3)**

This course examines both the significance of personality in seeking, obtaining, exercising, and losing power and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, Margaret Thatcher, and Adolf Hitler.

*Marvin Rintala*

**International Politics****PO 500 Introduction to International Studies (Fall: 3)**

This course provides a challenging initial, or foundation course in international studies. The introductory sessions, focused on theo-

ry and controversy about the extent and implications of “globalization,” lead to units on the basic nature of world politics; the international socio-economic implications of restricted freedom for girls and women in many societies; the central challenge to governments to simultaneously stimulate healthy political-economies at national, regional, and global levels; and selected moral issues posed by “globalization” and closely related trends. PO 500 is open to all Boston College undergraduate students who have not yet taken PO 501, PO 507, or another PO 500 series elective course.

*David A. Deese*

**PO 501 International Politics (Fall: 3)**

This course serves as an introduction to the study of international politics. Topics covered include the foundations of nationalism, the sources of power and conflict among states, the dynamics of the international system, and the role of international cooperation and ethics. The course is organized around case studies that illuminate basic theories and issues of international politics. The case-study method of inquiry includes a significant amount of student participation and discussion.

*Donald L. Hafner*

**PO 504 International Politics of Europe (Spring: 3)**

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multinational integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

*Donald L. Hafner*

**PO 507 The International Political System (Spring: 3)**

**Not open to students who have taken PO 501.**

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.

*Robert Ross*

**PO 516 American Foreign Policy (Spring: 3)**

This course examines the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics in American foreign policy. Although the course surveys the decades since 1945 for the lessons they provide, the main focus is on analysis of current and anticipated international challenges confronting the United States, in such realms as military security, international economics, and human rights. The course examines both the international and the domestic political factors that shape American foreign policy.

*Donald L. Hafner*

**PO 520 The European Community (Summer: 3)**

**Cross listed with EC 396/HS 192/RL 300**

This interdisciplinary course is taught by Professors David Deese, Political Science; Jeffrey Howe, Fine Arts; Frank Murphy, History; Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20 minute train ride northeast of Brussels, Belgium. Course units include historical and cultural roots of the European Community; the economics of inte-

gration; the political roots and motivations of the Community; the institutions and legal process; and selected art and architecture of Belgium and Europe.

*David A. Deese*

**PO 525 International Political Economy (Spring: 3)**

Reviews the development of institutions and processes in the twentieth century. Focuses on international trade, money, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

*David A. Deese*

**Political Theory**

**PO 602 Capitalism and its Critics (Fall: 3)**

Capitalism is arguably “the most fateful force in our modern life”: deeply problematic, yet seemingly capable of overwhelming all its traditional and modern opponents. This course will consider the moral and political arguments for and against capitalism by focusing primarily on the writings of Adam Smith together with small selections from the writings of Hobbes, Locke, Montesquieu, and Weber.

*Nasser Behmegar*

**PO 631 Ethics and Politics (Spring: 3)**

What is good and what good is it in politics? A consideration of several important accounts of the possibility of justice in principle and in practice.

*Robert K. Faulkner*

**PO 633 Xenophon and Socrates (Spring: 3)**

A study of the life and thought of the first political scientist, as presented by his second great pupil (after Plato), the Greek hero and statesman, Xenophon.

*Christopher Bruell*

**PO 641 Models of Political Phenomena (Fall: 3)**

This course provides an introduction to thinking analytically about human behavior by exposing students to various styles of constructing and testing models of political phenomena. It looks at a number of the intellectual tools that have been used to represent political and social processes. 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.

*The Department*

**PO 647 Montesquieu's *Spirit of the Laws* (Fall: 3)**

This course will examine the major work by the author most frequently and favorably cited by the framers of the American Constitution. It will focus on the relation between ancient and modern republicanism.

*Christopher Kelly*

***Undergraduate and Graduate Course Offerings***

**PO 377 Seminar: Burning Issues and the Constitution (Fall: 3)**

*David R. Manwaring*

**PO 465 Seminar: Modern Mexican Politics (Fall: 3)**

Mexico is in the midst of a very complex and conflictual process of political reform, which may result in the development of a more democratic political system. The seminar explores the dynamics of this process, focusing on the roles played by different factions within the ruling party, opposition parties across the political spectrum, and a wide range of social movements. It then turns to the relationship between national political institutions and village

politics, exploring the ways in which issues and conflicts resolved at the national level, particularly those related to land, continue to play an important role in local politics.

Jennie Purnell

**PO 466 Seminar: Religion in Western European Politics (Spring: 3)**

This seminar will compare the political behavior of members of different religious traditions in Western Europe. Among Christians the political behavior of Roman Catholics, Lutherans, Calvinists, Anglicans, and Protestant nonconformists, and among non-Christians of Jews and Moslems, will be studied. The possible impact(s) of secularization will be addressed.

Marvin Rintala

**PO 553 Seminar: U.S.-Japan Relations (Spring: 3)**

How the current crisis in the U.S.-Japan relationship is handled is likely to affect people across the globe. This course analyzes the important factors—historical, strategic, economic, and political—affecting the current relationship and then considers how the relationship can and should be handled in the future.

Kenji Hayao

**PO 683 Seminar: Pascal's Religious Rationalism (Fall: 3)**

Against Descartes's philosophy of evidence, Pascal elaborates a new way of reasoning which, drawing upon some aspects of modern science, promises a certainty divorced from intuition. Pascal was most impressed by Montaigne's philosophical critique of ancient philosophical pride, but he objects to what seems to him a unilateral humiliation of man. In his eyes, the system of Christian dogmas offers an elegant way out of the contradiction between ancient and modern philosophy, since only this system offers an hypothesis compatible with the specific human experience which mingles greatness and misery in a way reason, according to him, cannot account for.

Pierre Manent

**Graduate Course Offerings**

**Graduate Seminars**

**PO 716 Pro-Seminar on Teaching (Fall: 3)**

This series of workshops, which is strongly suggested for graduate teaching assistants and teaching fellows, will cover a variety of issues that arise in undergraduate teaching—among them, academic honesty, grading, leading discussions, and crafting assignments.

Kay L. Schlozman

**PO 799 Reading and Research (Fall/Spring: 3)**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied, or of some area in which the candidate is deficient. By arrangement.

The Department

**PO 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

Marc Landy

**PO 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Kenji Hayao

**PO 911 Aristotle's Politics (Fall: 3)**

Christopher J. Bruell

**PO 949 The Political Philosophy of Xenophon (Spring: 3)**

A study of all or some of the following texts (depending on availability): *Education of Cyrus*, *Hellenika*, *Anabasis*, *Symposium*, *Memorabilia*.

Christopher J. Bruell

**PO 967 Liberalism and the Critique of Morality (Fall: 3)**

Readings are drawn from Hobbes' *Leviathan*, Locke's *Thoughts Concerning Education* and *Essay Concerning Human Understanding*, and J.S. Mill's *On Liberty*.

Robert K. Faulkner

**PO 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

**PO 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week-working on the dissertation.

The Department

**Psychology**

**Faculty**

**Marc A. Fried**, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University

**Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Hiram H. Brownell**, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

**Randolph Easton**, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

**Peter Gray**, *Professor*; A.B., Columbia University; Ph.D., Rockefeller University

**G. Ramsay Liem**, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

**Michael Numan**, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

**Michael Smyer**, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

**Ellen Winner**, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

**Lisa Feldman Barrett**, *Associate Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

**Norman H. Berkowitz**, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

**Michael Moore**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Gilda A. Morelli**, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

**M. Jeanne Sholl**, *Associate Professor*; Chairperson of the Department; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

**Kavitha Srinivas**, *Associate Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University

**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

#### Departmental Notes

- Administrative Secretary: Janet Evans, 617-552-4102, janet.evans@bc.edu
- Department Secretary: Jane Costello, 617-552-4100, jane.costello@bc.edu
- World Wide Web:  
http://www.bc.edu/bc\_org/avp/cas/psych/psych.html

#### Undergraduate Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: (1) those who wish a sound background in the study of the biological, social, and cultural foundations of behavior; (2) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of doing graduate study in the field; and (3) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

Due to a major revision of the Psychology undergraduate curriculum, which took effect in the fall of 1997, Departmental requirements for Psychology majors depend on the year of matriculation of the students. The new curriculum applies to students entering Boston College (as freshmen or transfer students) in the fall of 1997 or later. Students who entered Boston College before this date have the option of substituting Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) for Statistics (PS 190) and the Research Practicum requirement. They may also substitute Computers in Management (MC 021) for one of the two required mathematics courses. Specific course requirements under both curricula are described below.

#### Requirements for Psychology Majors under the New Curriculum

Students entering Boston College in the fall of 1997 or later must take a minimum of 10 courses in the Department, including the following required courses:

- Introduction to Psychology I and II (PS 110 and PS 111), to be taken as soon as possible after entering the major. Students are advised to take PS 110 before PS 111.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121), to be taken in the sophomore year.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters:
  - (A) Biological (PS 284, PS 285, PS 287, or PS 288)
  - (B) Cognitive (PS 271, PS 272, or PS 274)
  - (C) Developmental and Clinical (PS 260 or PS 264)
  - (D) Personality, Social and Cultural (PS 241, PS 242, PS 254)
- Three additional courses in Psychology, at least two of which must be at the 300 level or higher.
- In addition, Psychology Majors must take the following corequisites outside the Department. Two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (MC 021) for one of the two required mathematics courses.

#### Requirements for Psychology Majors under the Old Curriculum

- (For students who enter Boston College before the fall of 1997)
- Introduction to Psychology I and II, PS 110 and 111 (Formerly PS 073 and PS 074)

- Statistics (PS 190), to be taken in the sophomore or junior year.
- One Research Practicum course to be chosen from the following: PS 441, PS 442, PS 443, PS 444, PS 461, PS 462, PS 470, PS 471, or PS 480. Although the practicum courses all share an emphasis on actual research experience, the substantive focus of each differs to permit the student to engage in research in his or her area of interest. Each practicum presumes knowledge of theories relevant to its special focus and thus each has a specific prerequisite. Students should consult with the instructor of the research practicum course that they wish to take before registering for it. *Students should fulfill this requirement in their junior or senior year.*
- At least one elective from the following courses: PS 284, PS 285, PS 286, PS 287, PS 288, PS 271, PS 272, or PS 274.
- At least one elective from the following courses: PS 260 or PS 264; PS 241, PS 242, or PS 254.
- Two additional courses, for a total of eight Psychology courses. Courses designed for non-majors (described below under Special Courses or Core Courses) are not to be included among the eight required courses for the major.

In addition, Psychology majors must take two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department) and two courses with laboratories in either Biology (BI 110-112, BI 200-202, BI 130-132), Chemistry (CH 131-132, CH 109-110) or Physics (PH 183, 184; with lab 101, 102). Students may substitute Computers in Management (MC021) for one of the two required mathematics courses.

#### The Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 490 and/or PS 491 Senior Thesis in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their transcripts. The Senior Thesis does not fulfill the majors' research methods practicum requirement, and students who plan to write a thesis are advised to complete their practicum before their senior year.

#### The Biopsychology Concentration

The Biopsychology Concentration within the Psychology major allows students to engage in coursework and research that will provide them with a strong understanding of the biological bases of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: Evolution and genetics of behavior; neural, neurochemical, and physiological control of behavior; the biology of behavioral development; molecular neurobiology of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology, but will also be valuable to pre-medical students or those interested in the health-related professions.

*Faculty Advisors: John Mitchell and Michael Numan*

#### The Psychology and Management Concentration

Aspects of critical problems involved in organizing and managing the efforts of diverse people in productive work have received

considerable attention by psychologists. These problems provide an integrating focus for the intellectual and applied interests of many of our majors. This concentration is designed to provide a general background in psychology and exposure to relevant theory and research in selected aspects of Social Psychology. This is supplemented by courses in economics and first-level courses in five departments in the Carroll School of Management. The concentration serves those who wish to become professional psychologists within a work setting as well as those who do not plan to pursue a career in psychology. Students in the former group should seek advisement regarding graduate study in Industrial Psychology and/or Engineering Psychology.

*Faculty Advisor (Psychology): Norman Berkowitz*

### The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to doing an individually conceptualized and independent research project, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students apply to the Honors Program by November 1 of their junior year, and they are officially informed by the Department in mid-November as to whether or not they have been admitted into the Program. Admission is based on the following three criteria: (1) a minimum GPA of 3.5 in both Psychology courses and overall; (2) a completed application accompanied by a copy of the student's academic transcript for the first two years; and (3) a letter of support from a faculty member in the Department agreeing to serve as the student's Primary Advisor through the completion of the student's program of studies.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. In most cases, the thesis involves original, empirical or archival research, though theoretical studies may be permitted in exceptional instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the advisor's program of research. The proposal for the research should be developed by the student and approved by his or her advisor; data collection and analysis should be completed by the student. A copy of the thesis, accompanied with a letter of evaluation by the Primary Advisor and a brief assessment by an additional reader, must be submitted to the Department no later than mid-April of the year in which the student plans to graduate. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee of the Department upon the successful completion of the above Program requirements and the final evaluation of the thesis.

For further information and a more detailed description of the procedure for admission and requirements of the Honors Program, contact the Director of the Honors Program in the Psychology Department.

### Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's Degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate require-

ments at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

*Faculty Advisor (Psychology): Michael Moore*

### Faculty Advisement

Psychology majors should seek Psychology faculty advisement prior to each registration period. Psychology faculty provide expanded office hours during these periods.

### Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two courses from the following list: PS 011, PS 021, PS 031, and PS 045.

### Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

### Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that do not satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but do not provide credit toward completion of Psychology major.
- **PS 100-PS 199:** Introductory and methods courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to various subdisciplines of Psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized course, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica in various areas of Psychology limited to Psychology majors in their junior or senior years.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level course.

### Regarding the Social Science Core Requirement:

**Non-majors** may satisfy the Social Science Core requirement with any Psychology course with a number between 010 and 099. These are the only Psychology courses which fulfill the non-major Social Science Core requirement.

### Graduate Program Description

The Ph.D. Program at Boston College offers training in five areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, and Social Psychology. The program provides an intellectual environment that allows students to pursue their educational and research objectives working in close association with members of the faculty. In part this is accomplished by maintaining a very low ratio of students to faculty. The number of students admitted each year is kept small enough to yield a student to faculty ratio of about 1 to 1.

The program adopts an ecological perspective to the study of psychology. Students are admitted whose interests fall within or bridge one or more of the five main concentrations of the Program. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts both students who wish to pursue academic careers and those who seek employment in nonacademic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

Faculty and students in the Program share a commitment to an "ecological perspective." An ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates. It is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which behavior and experience take place, and conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

One concrete manifestation of the Program's ecological perspective is the incorporation of field placements in a student's program of study. In such placements, students make use of real-world environments to learn about aspects of behavior relevant to their research interests. In addition to the role that field placements play in basic research, such placements can provide a special advantage for those students who seek to secure employment in nonacademic settings upon completion of the Program.

**Biopsychology.** Faculty and students in the Biopsychology Concentration study the neural basis of behavior. One aspect of this research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents; neural and endocrine regulation of sexual behavior in rodents; brain dopamine systems and behavioral activation; and the interactions between stress, adrenal hormones, hippocampal function, and memory. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; electrophysiology; computerized image analysis of brain systems; electrochemical detection of neurotransmitter release in the brains of behaving animals; *in vitro* study of primary cultures of dispersed neurons.

**Cognition and Perception.** Faculty and students in the Cognition and Perception Concentration study mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

**Cultural Psychology.** Faculty and students in the Cultural Concentration study the sociocultural foundations of mental processes and behavior, at both the individual and group levels. Areas of study include cross-cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; sociopsychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the socio-cultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

**Developmental Psychology.** Faculty and students in the Developmental Concentration study social, emotional, and cognitive development, and developmental processes as they are affected by the familial and sociocultural context. Areas of study include attachment in normal and atypical populations; the emergence of

self-knowledge and self-esteem; the role of the culture in skill development; the influence of care giving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; the development of artistic abilities in normal and gifted populations; and the acquisition of a theory of mind and the relationship between theory of mind and communication skills. Children from both western and non-western communities are studied.

**Social Psychology.** Faculty and students in the Social Concentration explore social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self schemas and self esteem. Research strategies encompass the gamut of experimental and field methodologies.

#### Degree Requirements

The Ph.D. Program has a flexible and mainly tutorial structure. Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor. After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of study for each student.

**Courses.** Students take the following three courses during their first year in the Program: (1) two research methods/statistics courses, one in Experimental Design and Statistics (PS 606), and the other in Multivariate Statistics (offered by the Sociology Department and the School of Education); (2) a two-semester Proseminar (PS 603-604) with an emphasis on the ecological perspective; and (3) a seminar in the student's area of concentration. Students may take any number of other courses, selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. Students' educational needs will carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University is quite common.

**Research workshops.** Each year, students participate in a research workshop, consisting of a small number of faculty and students who have shared or overlapping research interests. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

**Fieldwork.** Students are encouraged to confront the processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, students typically spend some time in settings that would provide them with an alternative view of the processes that they are studying. Depending on a student's particular needs and prior experience, fieldwork can involve work in other laboratories, or participant-observation in an organization or institution (e.g., school, hospital, court, government agency, organization for the perceptually handicapped, or a special



applied research apprenticeship), or a formal internship in a human services agency. The faculty will help find field placements appropriate to each student's needs and wishes.

**Demonstration of competency in three areas.** During the first two years, students demonstrate competency in research and in three substantive areas. During the first year, students must demonstrate competency in one of five general areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, or Social Psychology. Competency in the general area is demonstrated at the end of the first year by a written exam. Students prepare for the exam by reading from list of readings in their area of concentration, and typically by taking a seminar in their area. Before the end of the first year, the student and advisory committee define a focus area centering on the student's research interests and an area adjacent, but related to the student's focal interest, which falls outside the general area studied in the first year. The student and committee design a program of study for the demonstration of competency in the focus and adjacent areas to be completed the second year. This proposal includes the form(s) of evaluation and a time frame for completion.

**Demonstration of research competency.** In the second year, students carry out an empirical study in order to demonstrate research competency. Students conceptualize the study independently, design and carry out the study, analyze the results, and write up the results in publishable format. Students are encouraged to submit their research competency studies for publication.

**Independent research and dissertation.** Students should have some idea of the kind of research they wish to conduct when they first apply to the Program. During their first year they become actively engaged in research within their general field of interest. After demonstrating research competency by the end of their second year, students then move on to develop a dissertation proposal. The final stage of this process, expected to occur in the fourth year, is an oral defense of the dissertation before the Department.

#### **Financial Support**

Students admitted to the Program are eligible for an annual stipend plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship the first year, a teaching assistantship the second, and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected to be consistent with a student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work.

#### **Kind of Student Sought**

As indicated, the Department seeks students whose interests are compatible with those of one or more faculty members. Thus, the program is ideally suited for students who have already developed research interests in a particular area of psychology. The emphasis on real-world application and fieldwork, along with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings. While most candidates will have majored in psychology as undergraduates, students who have majored in other fields are also invited to apply. The Program actively seeks applications from minority students.

#### **Instructions for Applicants**

For application materials or further information, please direct inquiries to the Department of Psychology, 301 McGuinn Hall, Boston College, Chestnut Hill, MA 02467. Applicants should submit a statement of research interests, application forms A1 and A2,

official transcripts, three letters of recommendation, and GRE and Psychology subject scores. Applications are accepted for fall term admissions only. The deadline for applications is January 2.

#### **Undergraduate Course Offerings**

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

#### **PS 005 Application of Learning Theory (Fall/Spring: 3)**

*Prerequisite:* Consent of Learning to Learn Program

**This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.**

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal-funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

*Daniel Bunch*

*Dacia Gentilella*

*Kuni Uchida*

#### **PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)**

**Formerly PS 062**

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include: theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.

*Joseph Tecce*

#### **PS 045 Fundamentals of Humanistic Psychology (Fall/Spring: 3)**

**Formerly PS 055**

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May,

Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

*The Department*

**PS 110 Introductory Psychology I (Fall/Spring: 3)**

Formerly PS 073

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

*The Department*

**PS 111 Introductory Psychology II (Fall/Spring: 3)**

Formerly PS 074

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

*The Department*

**PS 120 Introduction to Behavioral Statistics and Research I**

(Fall: 3)

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression. The course has a 1 credit laboratory requirement. Laboratory modules are accessed over the Internet.

*Hiram Brownell*

*Lisa Feldman Barrett*

**PS 121 Introduction to Behavioral Statistics and Research II**

(Spring: 3)

*Prerequisite:* PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to various research methodologies used in experimental psychology and to inferential statistics, including probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course has a 1 credit laboratory requirement. Laboratory modules are accessed over the Internet. In each module, a different experimental design will be combined with an appropriate inferential test to answer questions of psychological interest.

*Hiram Brownell*

*Randolph Easton*

*Kavitha Srinivas*

**PS 190 Statistics (Fall/Spring: 3)**

This course presents an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include: basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

*The Department*

**PS 206 Independent Study (Fall/Spring: 3)**

Formerly PS 297-298

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a

faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

*The Department*

**PS 241 Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

Formerly PS 131

This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*The Department*

**PS 242 Personality Theories (Fall/Spring: 3)**

*Prerequisite:* PS 111

Formerly PS 101

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan*

*Lisa Feldman Barrett*

*Judy Dempewolf*

**PS 254 Cultural Psychology (Fall: 3)**

*Prerequisites:* PS 111 for psychology majors; for non-majors, permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

Formerly PS 145

The goal of this course is to examine the influence of culture and social structure on human thought, personality development, and social behavior. Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

*Ali Banuazizi*

**PS 260 Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

Formerly PS 136

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

*Michael Moore*

*Gilda Morelli*

*Amy Tishelman*

**PS 264 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

Formerly PS 139

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

*Ramsay Liem*

*Karen Rosen*

**PS 271 Sensory Psychology (Fall: 3)**

*Prerequisite:* PS 110

**Formerly PS 140**

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

*Randolph Easton*

**PS 272 Cognitive Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 110

**Formerly PS 147**

An information processing approach to perception and thought will be covered. This course examines how information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the differing functions of the two hemispheres of the brain.

*Michael Moore*

*Jeanne Sholl*

*Kavitha Srinivas*

**PS 274 Perception (Spring: 3)**

*Prerequisite:* PS 110; PS 271 is recommended

**Formerly PS 143**

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will be contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

*Randolph Easton*

**PS 284 Evolutionary Psychology (Fall: 3)**

*Prerequisite:* PS 110 and PS111

**(Formerly Evolution of Behavior.)**

The psychological processes, traits, and tendencies that characterize our species came about through natural selection because they promoted the survival and reproduction of our ancestor's genes. This fact has profound implications for theories in psychology, and those implications provide the subject matter of this course. We will examine theories of learning, motivation, development, emotion, social interaction and personality from an evolutionary perspective. Students are responsible for presenting ideas and leading discussions at each class meeting.

*Peter Gray*

**PS 285 Behavioral Neuroscience (Spring: 3)**

*Prerequisites:* PS 110, BI 110-112, or BI 200-202

**Formerly PS 150**

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

*Michael Numan*

**PS 287 Learning (Fall: 3)**

*Prerequisite:* PS 110

**Formerly PS 144**

The question addressed by this course is how experience with biologically significant stimuli influences the way in which an organism interacts with the environment. Although the emphasis will be on Pavlovian conditioning and instrumental learning in non-human vertebrates, the course will take a broad evolutionary approach beginning with the simple forms of learning among invertebrates and concluding with the implications of learning theory for human behavior and behavior change. The importance of an organismic ecological niche, and the evolutionary predispositions and constraints on learning will be emphasized.

*Robert Coopersmith*

**PS 342 Interpersonal Relations (Fall: 3)**

*Prerequisite:* PS 241

**Formerly PS 210**

The goal of this course is to provide understanding of interpersonal and group processes through examination of the students' own experiences in a laboratory group that meets weekly throughout the semester. In addition, each student will join a committee that will make three reports on aspects of group structure and process as these are evidenced in the laboratory group. The reports will combine theory, observations, the presenters' own laboratory group experiences, and additional data. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives.

*Norman Berkowitz*

**PS 343 Group Dynamics (Spring: 3)**

*Prerequisite:* PS 241

**Formerly PS 256**

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

*Norman Berkowitz*

**PS 344 Psychology of Gender (Spring: 3)**

*Prerequisite:* PS 241 or 254

**Formerly PS 225**

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males "do" gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support commonsense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

*Judy Dempewolf*

**PS 351 Childhood and Society (Fall: 3)**

*Prerequisite:* PS 260 or PS 254

**Enrollment will be restricted to Juniors and Seniors. Sophomores must obtain permission of instructor.**

This course will focus on the role of social policy and programs in promoting the health, education and welfare of children and their families. These policies and programs will be evaluated critically from a sociohistorical and cultural perspective, using theories of child development. Emphasis will be placed on examining domestic US policies—with a focus on some of the current issues facing our nation. We will also examine the implications of some of the current welfare reform initiatives for children living in families transitioning from welfare to work and in families of the working poor.

*Gilda Morelli*

**PS 354 Culture, Identity and Asian-American Experience (Spring: 3)**

*Prerequisite:* PS 254 or permission of the instructor.

**Satisfies Cultural Diversity Core Requirement**

**Formerly PS 376/PS 676**

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian-Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian-American communities. Students conduct semester-long term projects on topics of special interest and are expected to be active contributors to seminar discussions. This course is a requirement for the Asian-American Studies Concentration.

*Ramsay Liem*

**PS 360 Clinical Psychology (Fall: 3)**

*Prerequisite:* PS 264

**Formerly PS 209**

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

*Karen Rosen*

**PS 361 Psychological Assessment (Spring: 3)**

*Prerequisites:* PS 242, PS 260 or PS 264

**Formerly PS 265**

This course emphasizes issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional measures, including a variety of structured (objective) and unstructured (projective) techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

*Amy Tishelman*

**PS 362 The Development of Language in the Child (Spring: 3)**

*Prerequisite:* PS 260

**Formerly PS 251**

This course examines the processes by which children acquire a first language. The course focuses on normal language development, but also considers language disorders in childhood and language capacities in nonhuman primates.

*Ellen Winner*

**PS 364 Family Violence (Fall: 3)**

*Prerequisite:* PS 241 or PS 242

**Formerly PS 211**

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 lecture and class discussion of the issues, including those related to the memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

*Amy Tishelman*

**PS 366 Current Issues in Developmental Psychology (Spring: 3)**

*Prerequisite:* PS 260 and permission of the instructor

**Formerly PS 234**

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.

*Michael Moore*

**PS 368 Psychology of Play and Exploration (Spring: 3)**

*Prerequisites:* PS254, PS260 or PS284 (any of those three)

Children everywhere spend their free time playing and exploring. Adults also play and explore, and some are lucky enough to turn their playfulness and curiosity into a career. In this course we will examine perspectives of cultural, evolutionary and developmental psychology. Students are responsible for presenting ideas and leading discussions at each class meeting.

*Peter Gray*

**PS 442 Research Practicum in Social Psychology of Conflict (Spring: 3)**

*Prerequisite:* PS 343 or PS 241

**For majors only**

This course is appropriate for students who wish to conduct original research on interpersonal or intergroup conflict. Although readings on methodology will be assigned, greater emphasis is placed on substantive topics related to the particular studies developed. The primary vehicle for learning is participation in a group that will undertake all phases of the research process including formulation of the problem, design of the study, data collection and analysis, and the preparation of individual research reports. While experimental studies are ordinarily conducted, other research models may be employed if better suited to the research question.

*Norman Berkowitz*

**PS 444 Research Practicum in Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 241

**Formerly PS 306**

**For majors only**

This course provides students with a hands-on approach to research in psychology with an emphasis on personality and social approaches. The course requires students to put into practice the knowledge of psychological science that they have accumulated from previous courses. By the end of the course, students will have

experienced the research process from beginning to end; i.e., writing a literature review on some topic in social or personality psychology, hypothesis formation, experimental design, analysis of data, and writing up results in publishable manuscript form.

*The Department*

**PS 454 Research Practicum in Cultural Psychology (Spring: 3)**

*Prerequisite:* PS 254

**Formerly PS 331**

The course provides the student with the opportunity to gain first-hand experience in all phases of research from the formulation of empirically testable hypotheses, to collection and analysis of data, to the write-up of research findings. Using a variety of research methods (archival, social surveys, in-depth interviews, content analysis, etc.), the students will work individually or in small groups exploring such topics as cross-ethnic differences in conceptions of the self and social identity, problems of cultural adaptation among recent immigrants, cross-cultural and gender differences in the experience and expression of emotions, class and ethnic differences in moral reasoning and conceptions of justice in children, parent-child relations in different subcultures in the U. S. and the like.

*Alison Carson*

**PS 460 Clinical Fieldwork in Psychology (Fall: 3)**

*Prerequisite:* PS 360 or PS 363 and permission of the Instructor

**Formerly PS 282**

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 where they will be working with a population of patients of their choices of ages (e.g., children, adolescents, adults) and settings (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to patients.

*Karen Rosen*

**PS 461 Research Practicum in Development and Cognition (Spring: 3)**

*Prerequisite:* PS 260 or PS 272

**Formerly PS 305**

**For majors only**

Students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research focuses on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects.

*Michael Moore*

**PS 462 Research Practicum in Cognitive Development (Fall: 3)**

*Prerequisite:* PS 260 or PS 272

**Formerly PS 318**

**For majors only**

Students conduct a complete experiment that focuses on a topic in cognitive development. Students will be involved in all phases of the research process including: research design, recruitment of subjects, data collection, and analysis, and write up of the study in publishable format.

*Ellen Winner*

**PS 470 Research Practicum in Cognition (Spring: 3)**

*Prerequisites:* PS 190 and PS 271, PS 272, or PS 274

**Formerly PS 311**

**For majors only**

Students acquire hands-on experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense of direction from people who have a good sense of direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design.

*Jeanne Sholl*

**PS 472 Research Practicum in Memory (Fall: 3)**

*Prerequisite:* PS 190 and PS 272 or PS 274

**Formerly PS 322**

**For majors only**

This course provides hands on experience in conducting research on human memory. Students engage in hypothesis testing, development of a research question, analysis of data, presentation of the data in a form suitable for publication, and oral presentation of data in a form suitable for a professional conference. Research projects are conducted by small groups of students on issues related to implicit memory and object recognition. The projects will require development of stimuli on computers, as well as the use of existing software for the control of display and timing.

*Kavitha Srinivas*

**PS 490 Senior Thesis I (Fall: 3)**

**Formerly PS 500**

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. Theses judged to be of exceptional merit will have "Senior Thesis passed with Honors" noted on their University transcripts.

*The Department*

**PS 491 Senior Thesis II (Spring: 3)**

**Formerly PS 500**

This is a continuation of PS 490. Students writing a thesis may take only a one semester thesis course, or they may take a two semester sequence, PS 490 and PS 491.

*The Department*

**PS 495-496 Senior Honors Thesis I and II (Fall/Spring: 3)**

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

*The Department*

*Undergraduate and Graduate Course Offerings***PS 540 Advanced Topics in Social Psychology (Spring: 3)**

*Prerequisites:* Undergraduate students, PS 241; graduate students, permission of instructor

**Formerly PS 382/PS 682**

**For majors only**

This course explores classic and contemporary issues in social psychology as well and investigates the role such issues play in real-world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and inter-group relationships and the social self.

*The Department*

**PS 550 Advanced Topics in Cultural Psychology (Spring: 3)**

*Prerequisites:* PS 254, PS 241, or PS 242; graduate students, permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

**Formerly PS 681**

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology, the study of the role of culture in the mental life and actions of human beings. The topics include: cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. In the case of each topic, the extent to which psychological processes, at both individual and collective levels, develop and are influenced by specific sociocultural environments will be a principal focus of analysis.

*Ali Banuazizi*

**PS 560 Advanced Topics in Developmental Psychology (Fall: 3)**

*Prerequisites:* PS 260; graduate students, permission of the instructor

**Formerly PS 380/PS 680**

This seminar explores major theories and issues in developmental psychology, with an emphasis on cognitive development. The course examines Piagetian, Neo-Piagetian, information-processing, Vygotskian, and nativist theories, and considers some of their educational implications.

*Ellen Winner*

**PS 561 Seminar in Social and Emotional Development (Spring: 3)**

*Prerequisite:* PS 260

**Formerly PS 615/PS 335**

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

*Karen Rosen*

**PS 567 Psychology and Aging (Spring: 3)**

This course is open to master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from youth to middle and old age will be stressed. Topics will include developmental crises of physical change, pre-retirement, post-retirement issues, alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

*Michael Smyer*

**PS 570 Advanced Topics in Cognitive Psychology (Fall: 3)**

*Prerequisite:* PS 272 or PS 274

**Formerly PS 384**

This course explores in depth selected topics in the area of cognitive science/cognitive neuroscience. Topics to be covered include object recognition, visual object agnosia, the formation of cognitive spatial maps, connectionist modeling, and language processing.

*Kavitha Srinivas*

**PS 581 Advanced Topics in Behavioral Neuroscience: Hormones and Behavior (Fall: 3)**

*Prerequisite:* PS 285

**Formerly PS 200**

This course discusses the relationships between hormones, brain function, and behavior. Topics include: Molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.

*Michael Numan*

**PS 583 Seminar in Health Psychology (Fall: 3)**

*Prerequisites:* PS 211 or PS 288; for graduate students, permission of the instructor

**Formerly PS 662**

The roles of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders are discussed in the context of clinical and basic research. Specific disorders that are covered include alcoholism, smoking, obesity, anorexia, AIDS, ulcers, heart disease, and cancer.

*Joseph Tecce*

**PS 590 History and Theories of Psychology (Fall: 3)**

*Prerequisites:* For undergraduates, at least one 300-level course in Psychology; graduate students, permission of the instructor

**Formerly PS 334/PS 621**

This course offers a survey of the philosophical roots and the development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: Classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, the British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the 19th century; the emergence of psychology as an independent discipline in Germany and the United States; and the rise and demise of the major systematic positions (schools) in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

*Ali Banuazizi*

*Graduate Course Offerings***PS 606 Experimental Design and Statistics (Fall: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Randolph D. Easton*

**PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Norman Berkowitz  
Donnah Canavan*

**PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Lisa Feldman Barrett*

**PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Ali Banuazizi  
Ramsay Liem  
Gilda Morelli*

**PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Gilda Morelli  
Karen Rosen  
Ellen Winner*

**PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Hiram Brownell  
Randolph Easton  
Jeanne Sholl  
Kavitha Srinivas*

**PS 686-687 Research Workshop in Biological Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Biological Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Michael Numan*

**PS 691-692 Professional Development Workshop I and II (Fall/Spring: 0)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett  
Ellen Winner*

**PS 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet been admitted into Doctoral Candidacy but who prefer not to assume the status of a non-matriculating student for the one of two semesters used for completion of requirements prior to admission into Doctoral Candidacy.

*The Department*

**PS 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

*The Department*

**Institute of Religious Education and Pastoral Ministry (IREPM)**

**Faculty**

**Claire Lowery**, *Director and Adjunct Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

**Harold Horell**, *Associate Director for Academic Affairs and Adjunct Assistant Professor*; B.A., M.A., University of Dayton; M.T.S., Harvard Divinity School; Ph.D., Boston College

**Sandra Hurley**, *Assistant Director for Administration*; B.A., M.A., Boston College

**Thomas Groome**, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., The Catholic University of America

**Bruce Morrill, S.J.**, *Assistant Professor*; B.A. College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

**Jane Regan**, *Assistant Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

**Colleen M. Griffith**, *Adjunct Assistant Professor*; B.A., St. Joseph College; Th.D., Harvard University

**John Konicek, S.J.**, *Adjunct Assistant Professor*; M.Div., S.T.L., Jesuit School of Theology at Berkeley

**Michael J. Corso**, *Coordinator for Continuing Education and Supervised Ministry*; Ph.D., Boston College

**Departmental Notes**

- Coordinator: Student and Academic Services Assistant, Donna DeRosa, 617-552-8441, [derosado@bc.edu](mailto:derosado@bc.edu)
- Administrative Secretary: Christine Kowalcky, 617-552-8443, [kowalsky@bc.edu](mailto:kowalsky@bc.edu)
- Continuing Education Programs Secretary: Kathleen Downey, 617-552-8440, [downeyka@bc.edu](mailto:downeyka@bc.edu)
- World Wide Web: <http://www.bc.edu/irepm.html>

**Graduate Program Description**

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the Graduate School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the Institute are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.) plus several dual degrees and certificates described below. For full guidelines for each program, contact the Institute.

**Master of Education in Religious Education (M.Ed.)**

A broadly defined core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives

and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own developing faith life and with the challenges of religious education today. The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students, and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course-work in excess of these minimum requirements.

The M.Ed. is granted by the Graduate School of Education.

#### **Master of Arts in Pastoral Ministry (M.A.)**

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry, a supervised field placement, and an integrative colloquium. Students can choose to pursue the degree with or without a concentration. Those who do not declare a concentration strive to develop a general understanding of the arts of ministry. Those who declare a concentration choose an area of special interest from among the following:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Church Leadership
- Youth Ministry
- Spirituality
- Hispanic Ministry

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)**

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. in Social Work. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to and be accepted by both the Institute and the Graduate School of Social Work.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)**

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study (less if students incorporate both summer and academic-year courses).

Prospective students must apply to and be accepted by both the Institute and the Graduate School of Education. Please contact each department for applications and further guidelines.

#### **Certificate of Advanced Educational Specialization (C.A.E.S.)**

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a synthesis project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Graduate School of Education.

#### **Interdisciplinary Doctorate in Religion and Education (Ph.D.)**

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Graduate School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

#### **Leadership in Ministry Certificate**

This Certificate is designed to provide experienced religious educators and pastoral ministers with opportunities for development of leadership skills, spiritual formation, and professional updating with an emphasis on personal learning goals. Students may enroll either full-time for one year, or part-time for up to three years, or in summer only for up to three summers. Through participation in TH 639 Leadership in Ministry Seminar Series, students explore key topics in ministerial leadership and plan their program of study. In addition to this Seminar Series, Certificate requirements include the equivalent of 12 credits in course work in areas congruent with individual goals, either taken for credit or audit, and a final, integrative project.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

#### **Liturgy Certificate**

This Certificate is designed for the pastoral minister who wishes to deepen his/her foundations in liturgical and sacramental theology and to gain increased competency in planning and leading liturgical celebrations. Students may enroll either full-time for one year, part-time for up to three years, or in summers only for up to three summers. Requirements for the certificate include graduate course work in areas relevant to liturgy, a supervised field placement, and non-credit workshops on topics of relevance for liturgical ministers.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

#### **Advanced Certificate in Formative Spirituality**

The Advanced Certificate Program in Formative Spirituality is a summer program designed for persons experienced in ministry with an earned master's level degree or the equivalent in a theological dis-



cipline. The purpose of the program is to enable pastoral leaders to become spiritual mentors for persons and for Christian communities of faith. The program of studies will consist of three consecutive summer residencies of two weeks each. Twelve persons will be admitted each year.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

### Other Continuing Education Programs

The Institute's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. Persons interested in these offerings should contact the Institute directly for further information.

### Graduate Course Offerings

#### ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Harold (Bud) Horell, Coordinator*

#### ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education, and to prepare proposals for their own research projects. Requirements include substantial scholarly reading, research, and conversation, and the preparation of a publishable essay by the end of the year. Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

*Thomas Groome*

#### TH 430 The Psychology of Religious Development (Fall: 3) Cross listed with ED 439

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).

*H. John McDargh*

#### TH 530 Field Education and Supervised Practicum in Pastoral Ministry (Fall/Spring: 3)

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading, and theological reflection, students will become familiar with the needs of special groups of people and will develop models of ministry that are applicable to their own situations. During the academic year, in addition to their field experience of approximately 12-15 hours per week, students will participate in a supervised practicum extending through the entire academic year. The practicum provides a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and to develop personal skills and individual styles of ministry. Field Education is a three-credit program over one academic

year (September-May). Students register for Field Education in the fall semester. If the Field Education component is completed in the summer, participants should be prepared to devote approximately 22-24 hours per week for each of the six weeks of the summer program. Students should meet with the Coordinator of Field Education during their first year of study to explore options for Field Education. Section 2: (For M.A. students with a Spirituality Concentration only.) Rosemary Brennan, CSJ The Supervised Practicum in Spirituality provides students the opportunity to attend to the understandings and skills that are needed for the ministry of spiritual enablement. The first part of the practicum focuses on the ministerial and theological concerns that emerge in a ministry directed toward fostering spiritual growth. The second part will attend to the issues and concerns that are being raised in the student's experience of supervised ministry. Process analysis, role plays, student reports, and theological reflection will be used to develop personal skills and individual styles of ministry.

*Michael J. Corso*

*Rosemary Brennan, CSJ*

#### TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)

The prophetic nature of the pastoral counseling relationship and the identity of the pastoral counselor as mediator between the world of human experience and the theological tradition occupy the conceptual foreground of this course. Practicum sessions, including the use of video, role-play, and taping, will focus on dynamics, techniques, and models of pastoral counseling.

*Melissa Kelley*

#### TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Claire E. Lowery*

#### TH 593 Fostering Faith Across the Life Cycle (Spring: 3)

Cross listed with ED 673

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood. Consideration is given to pastoral and educational approaches that are appropriate to the differing needs and capacities of people moving through the major life phases and transitional periods.

*Jane E. Regan*

#### TH 600 Leadership and the Practice of Ministry (Spring: 3)

Leadership is a critical issue in the church today. This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collaborative styles of leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.

*Ann F. Morgan*

**TH 605 Theology and Pastoral Practice: Integrative Colloquium (Fall: 3)**

The fine art of doing theology is dependent upon a "habit of vision." It is connected to one's ability to bring together in both action and word the experience of contemplation, empathy, and reason. This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition. This course is required of all pastoral ministry (M.A.) degree students. Other Institute degree students may be admitted with the instructor's permission.

*Claire E. Lowery*

**TH 639 Leadership in Ministry Seminar Series (Fall/Spring: 1) Pass/Fail Only**

Required for the Leadership in Ministry Certificate, this seminar will explore key topics for leadership in ministerial settings today, including: spirituality as a guiding theme for leadership; leadership amid change and diversity; contemporary models for leadership from theological and organizational literature; issues of professional socialization, assessment, and ongoing support for leaders; and leadership and personal identity throughout the adult life cycle. The seminar will also serve as a peer context for participants to review their competencies and set individual learning goals.

*Michael J. Corso*

**TH 644 Foundations of Theology (Fall: 3)**

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. This course is designed to explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

*Colleen Griffith*

**TH 667 Christian Moral Formation (Spring: 3)**

Since the Second Vatican Council there has been a greater focus upon the distinctive role of lay women and men to make meaningful and morally responsible connections between Christian faith and the realities of life within the world. This course provides a framework for understanding moral experiences in the light of Christian faith and offers participants opportunities to discuss the various dimensions of moral experiences through an analysis of concrete cases. Emphasis is placed upon enabling religious educators to make moral formation an integral dimension of education in Christian faith so that Christians are better able to carry the light of Christian faith into all of their everyday life activities.

*Harold Horell*

**TH 683 Seminar in Pastoral Theology (Spring: 3)**

All Christian theology is marked by the pastoral interest of serving the life of the Church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational issues of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life, and enabling scholars to "do" theology in a pastoral setting.

*Thomas Groome*

**TH 690 Media Literacy and Religious Education (Fall: 3) Online Course**

An asynchronous, online course focusing on religious questions posed within mass-mediated popular culture. This course will use media theory emerging from cultural studies, as well as contemporary Christian theology to examine closely various popular culture "texts" drawn from television, radio, film, and other media. In particular students will gain facility with media literacy tools, exploring practical ways to integrate media education into ministry contexts. Students must have access to the WWW and an individual e-mail account.

*Mary Hess*

**TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)**

A consideration of several contemporary models of personality and human development will assist students in the practice of pastoral counseling. Case studies and concrete situations help to illustrate such models as object relations and humanistic and psychodynamic theories. Course themes include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

*Michael St. Clair*

**TH 708 Ministry to the Troubled Personality (Spring: 3)**

The goal of this course is to assist the minister or pastoral counselor in handling common and current forms of human disturbance. Using case studies and making applications to counseling and pastoral situations, the course will focus on several areas of study: anxiety and issues of coping and adaptation; loss, depression, and grief; serious disorders and trauma experiences; and religion in its disturbed forms and as a positive resource in mental health.

*Michael St. Clair*

**TH 717 Education of Christians: Past, Present, and Future (Spring: 3)**

**Cross listed with ED 635**

The history of the Church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology and the history of Western education.

*Thomas Groome*

**TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)**

**Meets September-May, six times per semester. Pass/Fail Only.**

Education for ministry in today's church necessitates that academic preparation and spiritual development be fundamentally integrated. In this one-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning in which students are responsible for planning their academic program in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction. Required for new M.A. and M.Ed. students who study during the academic year.

*The Department*

**TH 731 Research and Writing For Pastoral Theology (Fall/Spring: 1)**

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This one-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include the following: how to raise, formulate and

refine research questions, topics and problems; how to move from questions to those sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions. We will present research and writing as dimensions of an ongoing pastoral conversation that enables us to better connect with ourselves, our pastoral audience and the One who “authorizes” theology.

*The Department*

**TH 739 Christology (Fall: 3)**

Participants will undertake a theological investigation of the person and work of Jesus Christ. It will consist of a survey of the Christologies of the New Testament, the patristic and conciliar teaching on the person of Jesus Christ, and the insights of selected classical and contemporary Christologists. Participants will also probe current Christological issues such as the question of Jesus’ self-knowledge, the cross of Jesus and the mystery of human suffering, liberationist and feminist approaches to Christology, and the issue of the universality of Christ’s saving work.

*Paul Ritt*

**TH 766 Theology of Christian Initiation (Spring: 3)**

The course will examine the theology of the Roman Church’s present sacramental practices of initiating adults, children, and infants. Readings, discussions, lectures, and participant observation studies will focus on the ancient and recent history of Christian initiation, situate these practices in the theology of Church and sacraments, and explore the role of ministers - ordained and lay - as well as the entire community of faith in all facets of the rites. Pertinent theories from cultural and social anthropology will provide insights into the history, reform, and further challenges of initiating people into the life of Christ in the church. Specific rites treated will include the RCIA, Baptism for Children, Confirmation, and Reception into Communion at the Lord’s Table.

*Bruce T. Morrill*

**TH 785 Theology, Spirituality and the Body (Spring: 3)**

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, liturgy, education, and pastoral care.

*Colleen Griffith*

**TH 790 Formative Resources for a Contemporary Spirituality I: Historical Sources (Fall: 3)**

This course will survey historical “classics,” examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Julian of Norwich, Teresa of Avila, Ignatius of Loyola, Catherine of Genoa, John of the Cross, Francis and Claire. Thematic questions will be brought to the reading of core texts. The course is taught with an eye toward leadership in spiritual formation. (TH790.01 is not a prerequisite for TH791.01.)

*Colleen Griffith*

**TH 791 Formative Resources for a Contemporary Spirituality II: Contemporary Sources (Spring: 3)**

This course will survey modern “classics,” examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy

Day, Annie Dillard, Meinard Craighead. Thematic questions will be brought to the reading of core texts. The course is taught with an eye toward leadership in spiritual formation. (TH790.01 is not a prerequisite for TH 791.01.)

*Colleen Griffith*

**TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

**Cross listed with ED 539**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.

*Thomas H. Groome*

**TH 820 A Spirituality of Discernment: The Action and Practice of the Imagination (Year II) (Fall: 1)**

**Meets September-May, six times per semester. Pass/Fail Only.**

Discernment can serve as a means of uncovering the gift of the imagination in our everyday practice of ministry. Just as poetry and art are fundamental to our awareness of the experience of God in our everyday lives, the use of the imagination gives us access to the metaphors, symbols, myths, and stories that are a part of our spirituality. Scripture, poetry, art, music, and film, together with selected readings, will serve as a catalyst for our reflections. Required for M.A. and M.Ed. students in the second year of study.

*The Department*

**TH 830 The Praxis of Religious Education (Spring: 3)**

This lab course invites participants to develop their own praxis approach to religious education and, with lesser focus, to other forms of pastoral ministry. Students must engage in some pedagogical/ministerial context as the praxis of their own reflections. A shared praxis approach will be proposed as an organizing model. Other models of teaching that enhance a praxis approach will also be investigated.

*Thomas H. Groome*

**TH 880 Psychotherapy and Spirituality (Spring: 3)**

*Prerequisite:* Permission of instructor

This course explores the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy, as well as in the practice of pastoral counseling and spiritual direction.

*H. John McDargh*

**TH 901 Educating in Faith (Fall: 3)**

**Cross listed with ED 735**

This course involves participants in creating a framework for analysis of modern theological and educational movements in order to more perceptively engage in the practice of religious education. We begin by naming the some of the core questions at the heart of the religious education enterprise. These include: what is the task of religious education? Where does religious education take place? What is the relationship between experience and doctrine? How are theology and education related? We then respond to these questions in light of several resources: the history of religious education over the past century, appropriate ecclesial documents and the influence of various theological movements.

*Jane E. Regan*

**TH 902 Catholicism Confronts Postmodernity: the Crisis of Belief and Belonging (Fall: 1)**

Weekend Course October 1-2, 1999

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail Only

This course explores the crisis of belief and the crisis of belonging in contemporary Catholicism. Not only is the intelligibility of our religious convictions at stake in a postmodern world, but so too is the viability of communal traditions, structures and practices which bind us together as people. If education is a community building enterprise in which individuals come to understand themselves as a people who share a common vision and way of life, how do we educate when the very definition of what it means to be people is at issue?

*Fayette Breaux Veverka***TH 903 Catholic Education and the Analogical Imagination (Fall: 1)**

Weekend Course, October 29-30, 1999

Friday 4-9 p.m., Saturday 10-4 p.m., Pass/Fail only

What is distinctive about a Catholic approach to religious education and faith formation? We will explore what David Tracy has termed the "analogical imagination" as a distinctive religious horizon that offers norms and principles which shape the processes through which the Catholic tradition is both transmitted and transformed.

*Fayette Breaux Veverka***TH 904 Families, Schools and Congregations as Carriers of Faith (Fall: 1)**

Weekend Course, November 12-13, 1999

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail only

Contemporary approaches to faith formation often reflect assumptions about knowledge, learners, teaching, and community that are no longer adequate for the task of nurturing and sustaining religious identity in a postmodern world. This course will examine how Catholic religious traditions are embodied and enacted in families, schools, and congregations.

*Fayette Breaux Veverka***TH 911 Parish as Catholic Common Ground (Spring: 1)**

Weekend Course, February 4-5, 2000

Friday 4-9 p.m., Saturday 10-4 p.m., Pass/Fail Only

There are both cultural and ecclesial factors that tend either to erode the community of the church or polarize segments of the church. Cardinal Joseph Bernardin established the Catholic Common Ground Initiative to foster the kind of dialogue that would enable the church to address critical issues. This segment will look at how a pastoral ecclesiology, especially evident in parish life, offers the possibility of strengthening the community of the church.

*Philip J. Murnion***TH 912 Parish and the Mission of the Church (Spring: 1)**

Weekend Course, March 17-18, 2000

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail only

The parish remains the primary means of engaging the community of the church in the mission of Christ. How is the parish a vehicle of individual and communal conversion for the transformation of the world?

*Philip J. Murnion***TH 913 Parish as Shared Ministry (Spring: 1)**

Weekend Course, April 7-8, 2000

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail Only

What is ministry, what is not? How is ministry in service to discipleship? What is happening to the various roles in the church? How do ordained ministry, lay ministry, the ministry of the parish-

ioners and the life of Catholics relate to each other? The sessions will draw in part on the studies of parish lay ministry conducted by Msgr. Murnion.

*Philip J. Murnion***Romance Languages and Literatures****Faculty****Joseph Figurito**, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College**Joseph D. Gauthier, S.J.**, *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University**Guillermo L. Guitarte**, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires**Vera Lee**, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University**Maria L. Simonelli**, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University**Matilda T. Bruckner**, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University**Dwayne E. Carpenter**, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley**J. Enrique Ojeda**, *Professor*; Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University**Rebecca M. Valette**, *Professor*; B.A., Mount Holyoke College; Ph.D., University of Colorado**Norman Araujo**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University**Jeff Flagg**, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University**Rena A. Lamparska**, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut**Ourida Mostefai**, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University**Kevin Newmark**, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University**Betty Rahv**, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University**Elizabeth Rhodes**, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College**Harry L. Rosser**, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill**Laurie Shepard**, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.A., Ph.D., Boston College**Franco Mormando, S.J.**, *Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University**Joseph Breines**, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Mary Ellen Kiddle**, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin

**Christopher A. LaFond**, *Lecturer*; A.B., A.M., Boston College

**Andrea Javel**, *Instructor*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.A., Harvard University

### Departmental Notes

- Administrative Secretary: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- Graduate Records Secretary: Suzanne Kleiner, 617-552-3820, kleiner@bc.edu
- E-Mail address: rll@bc.edu

### Undergraduate Program Description

The Department of Romance Languages and Literatures offers majors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

#### French Major

Requirements: Ten three-credit courses

- Four courses to be chosen from among the following:
  - RL 305 Introduction to Drama and Poetry
  - RL 306 Introduction to Narrative Forms
  - RL 307 Masterpieces of French Literature
  - RL 308 Advanced Language Studies in French
  - RL 309 Topics in French Culture and Civilization

Please note: As topics change, students may repeat a semester of RL 307, RL 308, or RL 309 as an elective (with the permission of their advisor and the instructor).

- Four Advanced Courses in French language, literature, or culture at the 400 level or above
- Two electives to be chosen among the following:
  - RL 210 French Composition, Conversation, and Reading II
  - Additional Courses at the 300 or 400 level
  - RL 572 Comparative Development of the Romance Languages
  - RL 595 (ED 303) Teaching Foreign Languages
  - RL 598 Second Language Acquisition and Proficiency

#### Hispanic Studies Major

Major requirements: Ten three-credit courses

- Five *Épocas* classes:
  - RL 611 Spain of the Middle Ages, Crossroad of the World
  - RL 612 Golden Age Spain, New World and Old
  - RL 613 Spanish Literature since the Enlightenment
  - RL 614 Spanish America: Fifteenth-Nineteenth Centuries
  - RL 615 Twentieth Century Spanish America
- Two courses in *Estudios Avanzados* ranging from RL 617-RL 697
- Three electives, which may include
  - Any *Estudios Avanzados* (RL 617-RL 697),
  - Naturalmente: El español avanzado para la comunicación I and/or II (RL 391-RL 392)
  - Contextos*, RL 395
  - El español de los negocios*, RL 616

Please note: Hispanic Studies majors planning a teaching career are encouraged to complement their major program with RL 595 (ED 303) Teaching Foreign Languages and RL 598 Second Language Acquisition and Proficiency.

#### Italian Major

Major requirements: Ten three-credit courses

- Italian Conversation, Composition, and Reading—RL 213-RL 214 (6 credits)
- Six Advanced Courses in Italian literature or culture, RL 500 and above
- Two electives to be chosen from the following:
  - Additional Advanced Courses, RL 500 and above
  - Department Courses in Conversation
  - Department Courses in Culture
  - Department Courses in Pedagogy, RL 595 (ED 303)
  - Teaching Foreign Languages, RL 598 Second Language Acquisition and Proficiency

#### General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with RLL majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major in Romance Languages should consult the Department's Director of Undergraduate Studies to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Center for International Studies. Upon approval from the Department, students abroad typically take five classes per semester. They can earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year.

#### Information for First Year Majors and Non-Majors

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses. Students planning to major in a Romance Language and Literature, study abroad during their junior year, apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Please refer to the requirements for the A&S degree programs found in this Catalog. Placement tests in French and Spanish are offered by the Department. For dates, please contact Ms. Andrea Javel.

**Core Offerings: Literature and Cultural Diversity**

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

**Literature Core**

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

The following courses will satisfy the Core requirement in Literature during 1999-2000:

- RL 348 (EN 084) *Les Français et les peuples de l'Amérique* (F) *Jeff Flagg*
- RL 356 *The Search for Identity in Masterpieces of European Drama* (F) *Rena A. Lamparska*
- RL 377 *Prison, Trial, Judgment* (F) *Norman Araujo*
- RL 393 *Life/Stories* (S) *Matilda T. Bruckner*

**Cultural Diversity Core**

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanophone and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core Requirement.

The following courses will satisfy the Core requirement in Cultural Diversity during 1999-2000:

- RL 348 *Les Français et les peuples de l'Amérique* (F) *Jeff Flagg*
- RL 360 *Literature and Culture of North Africa* (F) *Nelly Rosenberg*
- RL 629 *Spanish American Novel* (F) *Harry Rosser*

**Honors Program**

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.2 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, please contact the Honors Program Coordinator: *Professor Norman Araujo*

**Graduate Program Description****M.A., M.A.T., and Ph.D. Programs**

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level and to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

**Prerequisites for Admission**

The Departmental deadline for M.A. and Ph.D. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15.

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

- They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course or a sufficient number of courses more limited in scope and passed with distinction satisfies that requirement.
- At least four semesters of advanced work in period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

**Note:** For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages and Literatures.

**Master of Arts Degree in French, Italian or Hispanic Literature and Culture**

This Master's program is designed to prepare teachers and scholars who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad knowledge and understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish or Spanish American).

Candidates for the M.A. in Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. A reading knowledge of a second language must also be demonstrated. At the discretion of the student's advisor, any foreign language that is neither the major nor the student's native language may be offered in fulfillment of this requirement.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

**Master of Arts Degree in Language and Culture**

This Master's program is specifically designed to train current or prospective teachers at the secondary school level who wish to work with greater emphasis on their major field of undergraduate specialization or to strengthen their command of a second Romance

language, its literature, and culture. With appropriate course work, this program can lead to teacher certification. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian, or Spanish.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

#### **Master of Arts Degree in Teaching**

The Master's of Art in Teaching (M.A.T.) program is administered through the Graduate School of Education in cooperation with the Department of Romance Languages and Literature. It requires admission to both the Graduate School of Education and the Department of Romance Languages and Literature. The program is designed to provide certification and continued professional development for secondary school teachers of French, Italian, or Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before the students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination covers the candidate's course work and short literary works chosen in consultation with the student's advisor. For further information on the M.A.T., please refer to the Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

#### **Doctor of Philosophy**

The Department of Romance Languages and Literatures offers doctoral students a course of study specially adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

##### **Plan I: Ph.D. in French or Hispanic Literature and Culture**

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic).

##### **Plan II: Ph.D. in Romance Literatures**

Students structure their programs to focus on one period or genre in two different Romance languages and literatures.

##### **Plan I: Ph.D. in French or Hispanic Literature and Culture**

**Broad Chronological Coverage:** With the help of their advisors, students select courses to develop broad coverage of their major

literature from the Middle Ages to the present. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

**Related Graduate Courses:** With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

##### **Plan II: Ph.D. in Romance Literatures**

**Lateral Coverage:** Early in the program, the student should formulate a coherent program of studies in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

**Medieval Studies:** Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

**Language Competence:** For admission to the Romance Literatures Ph.D., applicants must have fluent command of two Romance languages. Exception may be made for students intending to work in Provençal.

##### **Admission to the Ph.D. Programs**

**Students with a Master's Degree:** Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

**Students with a Bachelor's Degree:** Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for our M.A. in French or Spanish. After 30 credits and the M.A. comprehensive exam, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

##### **Degree Requirements**

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 3 credits in the History of the Language in French or Spanish, and 3 credits in RL 780 Colloquium on Literary Theory and Criticism.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required as described for the M.A. in Literature and Culture.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three

courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.

- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal. The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

#### Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships, and two Fellow-in-Residence positions. There are also several fellowships for study abroad.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, an interview is required. Students who want to obtain information about the University's financial assistance should consult the Financial Aid. Those who are interested in government grants should contact the Office of Student Services.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Boston College, Department of Romance Languages and Literatures, Chestnut Hill, Massachusetts 02467.

#### Course Information

Advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500, and 600 level courses may be taken by both undergraduate and graduate students (unless indicated otherwise in the course description); 700, 800, and 900 level courses are designed for graduate students.

#### Undergraduate Course Offerings

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

#### RL 003-004 Elementary Italian I and II (Fall/Spring: 3)

**Students with prior Italian experience admitted only by placement test**

This beginning course is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in Italian.

*Brian O'Connor*  
The Department

#### RL 009-010 Elementary French I and II (Fall/Spring: 3)

**Students with prior French experience admitted only by placement test**

This beginning course is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in French.

*Andrea Javel*  
The Department

#### RL 011 Elementary French Practicum I (Fall: 1)

**Required of students enrolled in RL 009 with no prior experience in French**

**Open to other students of RL 009 only by permission of the coordinator**

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French. All concepts presented in this course review those covered in RL 009. Only open to students concurrently enrolled in RL 009.

*Andrea Javel*  
The Department

#### RL 012 Elementary French Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 010 through review and recycling of material. It is open to all students concurrently enrolled in RL 010 that feel they need more "time on task" to help them get a solid grasp of the basics in French.

*Andrea Javel*  
The Department

#### RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)

**Students with prior Spanish experience are admitted only by placement test**

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes



and computer study modules. Classes are conducted primarily in Spanish.

*Debbie Rusch*

*The Department*

**RL 017 Elementary Spanish Practicum I (Fall: 1)**

**Required of students enrolled in RL 015 with no prior experience in Spanish**

**Open to other students of RL 015 only by permission of the coordinator**

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015. Only open to students concurrently enrolled in RL 015.

*Debbie Rusch*

*The Department*

**RL 018 Elementary Spanish Practicum II (Spring: 1)**

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL016 through review and recycling of material. It is open to all students concurrently enrolled in RL016 that feel they need more “time on task” to help them get a solid grasp of the basics in Spanish.

*Debbie Rusch*

*The Department*

**RL 041 Intensive Elementary Spanish for Oral Proficiency (Fall: 6)**

**Open to students with no prior experience in Spanish  
Classes are conducted in Spanish**

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities. The course meets five days per week.

*The Department*

**RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)**

**Open to students with no prior experience in French  
Conducted in French**

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities. The course meets four days per week (75 minutes each class).

*Cynthia Nicholson Bravo*

*Margaret Flagg*

**RL 109-110 Intermediate French I and II (Fall/Spring: 3)**

*Prerequisite:* RL 010 or RL 042 or admission by placement test

**Conducted in French**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings.

*Andrea Javel*

*The Department*

**RL 113-114 Intermediate Italian I and II (Fall/Spring: 3)**

*Prerequisite:* RL 004 or admission by placement test

**Conducted in Italian**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization. Students will have the opportunity to work with video, films, and other recordings.

*Brian O’Connor*

*The Department*

**RL 115-116 Intermediate Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

**Conducted in Spanish**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with video, films, and other recordings.

*Mary Ellen Kiddle*

*The Department*

**RL 150 Intermediate Italian II: Italia Nord, Italia Sud (Fall: 3)**

**Conducted in Italian**

**Fulfills the Core Language Proficiency Requirement  
Counts toward the Minor in Italian**

Travellers in Italy are often struck by the differences between Northern and Southern Italy, as if they were two separate countries. This conversation-based course is especially designed for students returning from a study-abroad experience in Italy, eager to reflect on and discuss their experience, but is open to all students who have completed Intermediate Italian I. The subject matter will be the diversity of culture in today’s Italy and conflicts arising from two distinct cultures under one “unified” government. Readings will consist of short stories and newspaper articles about contemporary events and phenomena. A full grammar review will concentrate on narration of events in the past and expressing opinions and point of view.

*Brian O’Connor*

**RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 010 or RL 042 or permission of the instructor  
**Conducted in French**

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).

*Cynthia Nicholson Bravo*

*Margaret Flagg*

**RL 200 Capstone: Discoveries of Self and the World (Fall: 3)**

**Cross listed with UN 524**

**Offered Periodically**

See course description in the University courses section.

*Marian B. St. Onge*

**RL 209-210 French Conversation, Composition and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 110 or RL 182 or admission by placement test

**Conducted in French**

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg (Coordinator)*

*The Department*

**RL 213-214 Italian Conversation, Composition and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* Intermediate Italian, three years of high school Italian or by permission of instructor.

**Conducted in Italian**

The course strengthens and expands all language skills, with equal emphasis on written and oral practice. The readings—a variety of fictional and non-fictional texts—will be the basis for class discussion of cultural, social and literary issues. Particular attention will be given to the development of analytical reading skills and vocabulary enrichment. Additional materials will include Italian films and audio-visual programs. This course is strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad. Students may take this course to prepare for the Florence Summer Program.

*Cecilia Mattii*

**RL 215-216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 116 or RL 181 or admission by placement test

**Conducted in Spanish**

This course will focus on the further development of oral and written language skills. Films, videos, selected cultural and literary readings will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use Spanish to increase their professional opportunities, to broaden the scope of their social interaction, and to enrich their travel and study experiences abroad.

*Gene Kupferschmid*

*The Department*

**RL 300 The European Experience (Summer: 3)**

**Cross listed with EC 396/HS 192/PO 520**

See course description in the Political Science section.

*The Department*

**RL 301 Boston's French Connections (Spring: 3)**

**Counts as an elective towards the French Major**

**Conducted in French**

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and France. We will explore the development of Boston's French connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works and historic sites and we will prepare a guidebook for French visitors to Boston.

*Jeff Flagg*

**RL 305 Introduction to Drama and Poetry: 'Je est un autre' (Spring: 3)**

*Prerequisite:* 4 years of high school French or RL209 or RL210.

**Fulfills one of the 300-level requirements for the French major**

**Conducted in French****Offered Periodically**

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This introduction to dramatic and lyric literature will prepare students for 400-level courses in literature and culture.

*The Department*

**RL 306 Introduction to Narrative Forms: Stories of Nature and Human Nature (Fall/Spring: 3)**

*Prerequisite:* 4 years of high school French or RL 209 or RL 210

**Fulfills one of the 300-level requirements for the French major**

**Conducted in French**

This course is designed to help students with a good background in French grammar to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels and examples of narrative film. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

*Matilda T. Bruckner (Fall)*

*Joseph Breines (Spring)*

**RL 307 Masterpieces of French Literature (Fall: 3)**

*Prerequisite:* 4 years of high school French or RL 209 or RL 210

**Conducted in French**

**Fulfills one of the 300-level requirements for the French major**

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 400-level courses in literature and culture.

*The Department*

**RL 308 Advanced Language Studies in French (Spring: 3)**

*Prerequisite:* 4 years of high school French or RL 209 or RL 210

**Conducted in French and English**

**Fulfills one of the 300-level requirements for the French major**

This course will help students expand their understanding and strengthen their command of advanced structures of modern French. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in literature and culture.

*The Department*

**RL 309 Topics in French Culture and Civilization (Fall/Spring: 3)**

*Prerequisite:* 4 years of high school French or RL 209 or RL 210

**Conducted in French**

**Fulfills one of the 300-level requirements for the French major**

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history and institutions. Discussions and students' work focus on a selection of print and audio-visual docu-

ments. Students also continue to work on advanced topics of French grammar through guided exercises. This course prepares students for 400-level courses in literature and culture.

*The Department*

**RL 320 Le Français des Affaires (Spring: 3)**

**Counts as an elective towards the French Major  
Conducted in French**

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

*Nelly Rosenberg*

**RL 323 Navigare l'Italia (Spring: 3)**

**Conducted in Italian**

Italy has given to the world countless treasures of art, music and literature, but still maintains a vital and fascinating contemporary society, combining its long history with elements of today's technological society. This conversation and reading course will help students navigate through the complexities of contemporary Italian life. Among themes covered will be everyday life, schools, work situations, family matters, and travel. The course is an elective designed to complement the Italian Major or Minor, and prepare students for a study abroad experience. Materials will be generated from the World Wide Web, and will be supplemented by short stories and films. Students who have completed RL114, Intermediate Italian II may enroll.

*Maria Corrado*

**RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)**

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

*The Department*

**RL 348 Les Français et les peuples de l'Amérique (Fall: 3)**

**Satisfies Literature Core Requirement**

**Satisfies the Core Requirement in Cultural Diversity**

**Counts as an elective towards the French Major**

**Conducted in French**

This course will examine French perspectives on the peoples of the America through a close reading of texts selected from a variety of disciplines. 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 study a number of representative works and interact with specialists from history, philology, philosophy, political science, sociology and theology as they demonstrate their interpretation of these texts through the application of their discipline's lens or specific methodology.

*Jeff Flagg*

**RL 356 The Search for Identity in Masterpieces of European**

**Drama (Fall: 3)**

**Satisfies Literature Core Requirement**

**Conducted in English**

This course will focus on making choices and searching for one's identity in specific existential, social, and religion situations as represented in selected dramatic works. It will also provide an intro-

duction to drama as a literary genre and to its relation to the theatrical art as a specific form of representation. We will concentrate on a close reading and discussion of selected masterpieces of drama from Romance, Scandinavian and Slavic literatures. Students will be taught to read the texts critically in order to discover and appreciate a range of values represented by different cultures, as well as to appreciate multiform functions of the playwright's creative technique and imagination.

*Rena A. Lamparska*

**RL 360 Literature and Culture of North Africa (Fall: 3)**

**Satisfies the Cultural Diversity Core Requirement**

**Conducted in French**

**Counts as an elective towards the French Major**

We will read a selection of works in French by twentieth-century writers who have lived in North Africa, such as: Albert Memmi, Albert Camus, Marie Cardinal, Mohamed Dib, Driss Chraïbi, Tahar ben Jelloun, Leïla Sebbar and Assia Djébar. The works will be read in the context of the socio-political framework of colonization and decolonization.

*Nelly Rosenberg*

**RL 376 Conversational Approach to Contemporary France**

**(Spring: 3)**

**Counts as an elective towards the French Major**

**Conducted in French**

This course is designed to familiarize students with the political and social feature 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.

*Norman Araujo*

**RL 377 Prison, Trial, and Judgment (Fall: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**Conducted in English**

This course will focus on the theme of imprisonment in selected novels of the nineteenth and twentieth centuries, examining in each case the social, moral, and artistic implications of the author's treatment of the subject matter. Readings will be drawn from the works of Hugo, Stendhal, Malraux, and Camus.

*Norman Araujo*

**RL 391 Naturalmente: El español avanzado para la comunicación**

**I (Fall: 3)**

*Prerequisite:* RL 216 or instructor's permission

**Conducted in Spanish**

This is an intensive, communication-based course with limited enrollment, which is designed to increase students' proficiency in spoken Spanish. Small group work and interactive exercises are stressed. Students are evaluated upon entry into and exit from course; exit evaluations determine the appropriateness of continuation to *Naturalmente II*. Students are encouraged to take parts I and II in sequence, though exceptions are possible with advisor's permission. Priority for enrollment given to Hispanic Studies majors, for whom *Naturalmente* counts as an elective.

*Harry Rosser*

*Christopher R. Wood*

*The Department*

**RL 392 Naturalmente: El español avanzado para la comunicación II (Spring: 3)**

*Prerequisite:* Naturalmente I or instructor's permission

**Conducted in Spanish**

This course is a continuation of *Naturalmente I*, an intensive, communication-based class with limited enrollment. A major goal is to increase students' proficiency in spoken Spanish. Small group work and interactive exercises are stressed. Priority for enrollment given to Hispanic Studies majors, for whom *Naturalmente* counts as an elective.

*Harry Rosser*

*Christopher R. Wood*

*Elizabeth Rhodes*

**RL 393 Life/Stories (Spring: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**Conducted in English**

Stories that inform, entertain, corrupt, and transform: our history as language users is marked by a gift for telling stories that entertain and shape our lives. In this course a small selection of texts will lead us to ask how stories of peoples' lives play across the boundaries of literature and life, appear as objects of delight, models to teach and warn, examples and invitations to self-exploration and social questioning. Works chosen from French, Spanish, English, Italian and American literature represent a cross-section of different genres and time periods, from the Middle Ages to the twentieth century, from short story and saint's life to fictional autobiography and novel. All texts will be read in English.

*Matilda T. Bruckner*

**RL 395 Contextos (Fall/Spring: 3)****Conducted in Spanish**

An introduction to how to read and appreciate texts from Hispanic cultures, *Contextos* introduces students to helpful vocabulary and different ways to approach great literary works. Students also acquire essential research skills. The workshop-based learning environment of *Contextos* facilitates exploration and self-expression through analysis. Conducted in Spanish, with linguistic proficiency objectives incorporated into curriculum. Priority for enrollment given to Hispanic Studies majors, for whom *Contextos* counts as an elective.

*Dwayne E. Carpenter (Fall)*

*The Department (Fall)*

*J. Enrique Ojeda (Spring)*

**RL 397 E1 español de los negocios (Spring: 3)**

*Prerequisite:* RL 391 or RL 392 or equivalent

**Conducted in Spanish**

**Counts as an elective in the Hispanic Studies major**

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored. An overview of Hispanic geography, politics, and current economic standing is also presented.

*Mary Ellen Kiddle*

**RL 507 Impossible Love in Italian Literature (Spring: 3)****Conducted in Italian**

Through the analysis of "impossible love" in selected works by leading authors from Goldoni to Gozzano the cultural and intellectual forces underlying the protagonists' crisis will be examined. We will also examine literary genres and the modes of expression chosen

by the authors in order to understand their originality and the literary trends within which they worked. The shifting dynamic of adverse forces in love relationships as presented in the text analyzed in class, will also be discussed in comparison with selected video-stories in diverse cultural periods. Discussions and exams in Italian or in English.

*Rena A. Lamparska*

**RL 518 "Un grido lacerante" in Italian Novel (Fall: 3)****Conducted in Italian**

Selected texts by leading writers from Italo Svevo e Federigo Tozzi to Natalia Ginzburg and Anna Banti will be read and discussed to explore the authors' presentation of the nature of human passions and behavior. Through the analysis of the protagonists crisis we will try to discover the deeper implications of its social and psychological nature. Students will also be introduced to narrative as a literary genre, and will be taught to read the texts critically in order to understand and appreciate the art of the novels discussed. Discussions and exams in Italian or in English.

*Rena A. Lamparska*

**RL 611 Épocas I: Medieval Spain, Crossroads of the World**

**(Fall: 3)**

**Required for Hispanic Studies majors**

**Conducted in Spanish**

This course is devoted to Spanish literature composed between the twelfth and fifteenth centuries. We will examine the main literary genres of the period, including lyric and epic poetry, exemplary tales, and the origins of the novel. Special attention will be given to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. Each work will be studied within its socio-historical context.

*Dwayne E. Carpenter*

**RL 612 Épocas II: Golden-Age Spain, New World and Old**

**(Spring: 3)**

**Required for Hispanic Studies majors**

**Conducted in Spanish**

The "Golden Age" of Spain, from 1500-1650, witnessed the production of some of the most important texts of Western culture: the first picaresque novel, *Don Quijote*, heated love poetry, and impassioned drama. This course introduces students to these major works and the socio-political environment of expansion in which they were produced. The increasingly repressive nature of the Spanish state, with its strong arm of the Inquisition, will be examined in the seemingly paradoxical light of Spain's magnificent culture of the period.

*Elizabeth Rhodes*

**RL 613 Épocas III: Spanish Literature since the Enlightenment**

**(Fall: 3)**

**Required for Hispanic Studies majors**

**Conducted in Spanish**

This course studies the evolution of Spanish literature from 1700 to 1950. The first part highlights the Enlightenment and effort on the part of *ilustrados* to direct and regulate cultural productions; the second concentrates on representative works of the nineteenth-century, emphasizing Romanticism, Realism and Naturalism; the third part follows the development of Spanish literature from the fin de siècle through the post-Civil War period, considering the commercialization of theater and new forms of bourgeois entertainment.

*Christopher R. Wood*

**RL 614 Épocas IV: Spanish America: Fifteenth through Nineteenth Centuries (Spring: 3)**

Required for Hispanic Studies majors  
Conducted in Spanish

This course provides an overview of the most important literary texts written in Spanish America from the colonial period to the end of *Modernismo*. Various literary movements will be considered: Baroque, Neoclassicism, Romanticism, and *Modernismo*. Authors studied with particular attention include Sor Juana Inés de la Cruz, Andrés Bello, José Joaquín Olmedo, José Martí, and Rubén Darío.

*J. Enrique Ojeda*

**RL 615 Épocas V: 20th Century Spanish America (Spring: 3)**

Conducted in Spanish

Required for Hispanic Studies Majors

Selected texts will be read and discussed for the key insights their authors offer into the Spanish American mind and heart regarding human relationships, society, the environment, and cultural issues in general. Particular attention will be paid to the evolution of individual and collective identity in various countries from the Independence period through the contemporary period.

*Harry Rosser*

**RL 629 Spanish American Novel (Fall: 3)**

*Prerequisite:* *Contextos* or any one *Épocas* course or instructor's permission

Satisfies Cultural Diversity Core Requirement

Conducted in Spanish

The focus of this course will be on the shift in the novel from exterior descriptions to the interior dimensions of the self. Themes and techniques of such writers as Azuela, Sábato, Bombal, Fuentes, Carpentier, Vargas Llosa, García Márquez, Allende and Poniatowska will be studied and discussed.

*Harry Rosser*

**RL 650 The Hero's Other Half: Bad Guys and Girls in Early Modern Spain (Fall: 3)**

*Prerequisite:* *Épocas II* or an equivalent survey of Spanish literature or instructor's permission

Conducted in Spanish

Based on the idea that heroes depend on anti-heroes to exist, this course examines Early Modern Spanish heroic figures in light of social misfits and minorities, such as women, fools, and sinners. The changing nature of the heroic figure across the sixteenth and seventeenth centuries is considered.

*Elizabeth Rhodes*

**RL 675 Spanish American Literature in Film (Fall: 3)**

Conducted in Spanish

This course provides students the opportunity to read closely novels and short stories that have inspired important films. The student will become familiar with filmmaking techniques as a means of better understanding and evaluating the director's original treatment of a literary text. Works to be read include *Don Segundo Sombra*, *Los de abajo*, *Ardiente paciencia*, and *María*.

*J. Enrique Ojeda*

**RL 687 Modernista Prose in Spanish America (Spring: 3)**

Conducted in Spanish

This course gives students the opportunity to understand the crucial role played by certain key works of prose in the origin and development of *Modernismo* in Spanish America. This brilliant literary period exerted a lasting effect on the prose works of Gutiérrez Nájera, José Martí, Rubén Darío, and José Enrique Rodó. Students will read seminal works by these and other authors.

*J. Enrique Ojeda*

**RL 688 Waiting to Exile: Fictions of the Other Spain (Spring: 3)**

An examination of Spanish writers in exile from the dictatorship of Francisco Franco (1939-1975), as well as representative selections from writers able to accommodate themselves to the regime. Exile will be explored as a theme of the stories, poems, and novels of the period, as well as the historical condition of their creation. In addition to an analysis of many of the most important works of this literature, we will also touch on the literary history of exile in Spain. Attention will be paid to the cultural and historical ambience in which exiles spent their formative years, as well as to the historical conditions which gave rise to Franco's dictatorship.

*Christopher R. Wood*

**RL 689 Harmony and Dissonance: Christians, Jews, and Muslims in Medieval Spain (Spring: 3)**

Conducted in Spanish

Medieval Spain is unique in its tricultural heritage, the result of long-standing *convivencia* on the part of Christians, Jews, and Muslims. This coexistence was often characterized by simmering suspicion, if not outright hostility; at its best, however, it was capable of producing an extraordinarily rich cultural symbiosis, as expressed in architecture, science, music, and literature. Through an examination of the art and literature of the period, we will endeavor to achieve an appreciation of the enduring contributions made, separately and collectively, by members of the three religions.

*Dwayne E. Carpenter*

**RL 698 Honors Research Seminar (Fall/Spring: 3)**

This semester is devoted to defining and researching the thesis. Five weeks into the semester, students submit a one-page thesis proposal, signed by their Thesis Director, and accompanied by a preliminary bibliography. At the end of the semester students present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

*The Department*

**RL 699 Honors Thesis Seminar (Fall/Spring: 3)**

This semester is devoted to the writing and completion of the thesis. Upon submitting the final copy of their thesis, students make a short oral presentation to the faculty and to prospective honors candidates during the annual banquet honoring the achievements of the students in the program.

*The Department*

### *Undergraduate and Graduate Course Offerings*

**RL 412 Masterpieces of Medieval French Literature II: Yearnings of the Heart: At the Crossroads of Body, Mind and Spirit (Spring: 3)**

Conducted in French

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course is designed as an introduction to Medieval French Literature approached through a complex and fascinating topic: the multiple desires of the human heart. Medieval French writers explore that contradictory and compelling locus in a variety of forms and themes, as they follow the heart's desires from the body to the spirit, in courtly and uncourtly modes, in religious and profane contexts, through the language of love poets, the heroic exploits of knight lovers, and the sacrifices of saints. Readings in bilingual editions (Old French/Modern French) will include lyric and narrative poetry, romance, short story, theater, hagiography, and fabliaux (ribald tale). This course is open to

advanced undergraduates and graduate students. It does not require or assume previous work in medieval literature although it will also be of interest to students who want to pursue prior studies in the area.

*Matilda T. Bruckner*

**RL 440 Images of the Family in Eighteenth-Century French Literature (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French**

This course will study the emergence of the private sphere in the Enlightenment by focusing on the changing representation of the family in 18th-century French literature and culture. A selection of novels and plays from the period will be read, as well as theoretical texts and artistic documents.

*Ourida Mostefai*

**RL 442 Letters and Memoirs in Eighteenth-Century French Literature (Spring: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French**

This course will focus on the emergence of personal narratives in prerevolutionary France. We will read selections from Casanova's *Mémoires* and Rousseau's *Confessions*, as well as fictional and real letters.

*Ourida Mostefai*

**RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (Spring: 3)**

**Conducted in French**

A study of Romanticism, Realism, and Naturalism in French drama of the nineteenth century. Students will read Stendhal's *Racine et Shakespeare*; Hugo's *Préface de Cromwell*, and *Ruy Blas*; *Henri III et sa cour* by Dumas père; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; *La Dame aux Camélias* by Dumas fils; Augier's *Le Gendre de M. Poirier*; Becque's *Les Corbeaux*; and Rostand's *Cyrano de Bergerac*.

*Norman Araujo*

**RL 458 Contes et nouvelles in the Nineteenth Century (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French**

While devoting proper attention to the general evolution of the conte in the nineteenth century, the course will center on the most significant works of Mérimée, Maupassant, and Daudet.

*Norman Araujo*

**RL 483 Twentieth Century French Theater (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French**

This course will study a number of plays written in French during the 20th century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.

*Joseph Breines*

**RL 499 College Teaching of Foreign Languages (Fall: 1)**

**Conducted in English**

The purpose of this course is to introduce students to foreign language pedagogy. Although the theory and its base in Second Language Acquisition (SLA) research will be discussed, the emphasis will be on practical application of theory in the classroom. Students will also learn about specific groups at Boston College that provide assistance to Boston College students. Upon completion of this course students will be better able to construct communicative lessons efficiently, gain an understanding of some of the major tenets of the field of SLA, know the "jargon," be familiar with some people in the field, be introduced to books and journals of interest to the profession, as well as develop an understanding of what it means to be an undergraduate as we enter the 21st century. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction.

*Debbie Rusch*

**RL 595 Foreign Language Methods (Fall: 3)**

**Cross listed with ED 303**

**Fulfills the Massachusetts certification requirements in Secondary Methods**

**Conducted in English**

This course is an introduction to second-language teaching, with an emphasis on building linguistic and cultural competence. Students will learn to select appropriate classroom techniques and to design lesson plans and learning scenarios so as to help students attain the five goals of the national Standards for Foreign Language Education. Students will have the opportunity to analyze current multi-media materials and learn how to integrate these materials into their instruction. Questions of assessment and evaluation will also be addressed. This course is particularly recommended for students who are planning to teach a foreign language.

*Debbie Rusch*

**RL 598 Second Language Acquisition and Proficiency (Spring: 3)**

This course explores the complexity of how people learn a second language and reviews second-language research in the light of its pedagogical applications. Students are introduced to the ACTFL Proficiency Guidelines as well as recent research in Articulation and Achievement. Students will be given an informal Oral Proficiency rating plus individualized study plans for improving their spoken language skills. This course is recommended for both prospective and practicing language teachers at all levels, as well as advanced language students.

*Rebecca Valette*

**Graduate Course Offerings**

**RL 572 The Comparative Development of the Romance Languages (Spring: 3)**

**Fulfills a requirement for the Master's in Language and Culture**

**Conducted in English.**

The common and distinctive linguistic features of Spanish, French and Italian will be established, as well as the historical and cultural context in which each of the three languages developed. Early texts from each of the languages will be studied. The course is an elective for undergraduate majors and minors.

*Laurie Shepard*

**RL 705 History of the French Language: The Middle Ages**  
(Fall: 3)

For graduate students. Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

Conducted in French

The seminar examines the development of Late Latin into Old French, and the earliest linguistic and literary monuments of ancien français, including the *Serments de Strasbourg* and the *Séquence de Sainte Eulalie*. The second half of the semester will be devoted to the phonological, morphological, syntactic and lexical features of texts composed in the major Old French literary dialects.

Laurie Shepard

**RL 723 The Poet's Lyre: Sixteenth-Century French Poetry**  
(Fall: 3)

For graduate students. Open to undergraduates with permission of instructor only

Conducted in French

Innovations introduced into French lyric poetry by sixteenth-century poets may best be understood by comparing the metaphysical expression of l'Ecole lyonnaise (Scève), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné). The aesthetic concept of "Inspiration" is introduced into French literature for the first time by these poets, while the more classical concept of "Imitation" is fully developed.

Betty Rahv

**RL 735 Masterpieces of 17th-Century French Literature**  
(Spring: 3)

For graduate students. Open to undergraduates with permission of instructor only

Conducted in French.

This course offers an introduction to the prose literature of France's golden age. Through a close reading of some of the century's greatest works by its greatest prosateurs—including Descartes and Pascal; d'Urfè, Scudèry and Lafayette; La Rochefoucauld, Sévigné, and La Bruyère—we will examine essential seventeenth-century concepts including classicism, Cartesianism, honnêteté, and préciosité. Our focus will be, as much as possible, equally balanced between ideological and aesthetic questions.

Stephen Bold

**RL 780 Readings in Theory** (Spring: 3)

Cross listed with EN 780

For graduate students. Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

Conducted in English

This course is organized as an introduction to the reading of literary theory for graduate students. Its aim is to develop in students a sensitivity to the specific means and ends of interpreting literary language today. The course provides students with a basic familiarity with some of the most formative twentieth-century antecedents of the diverse and often contentious theoretical models occupying, some would say plaguing, the contemporary literary critical scene. The course begins with a detailed examination of Ferdinand de Saussure's *Course in General Linguistics*, a critical point of departure and reference for later theoretical models developed in such important areas as structural linguistics, psychoanalysis, hermeneutics, anthropology, deconstruction, and gender theory.

Other writers to be considered include Lévi-Strauss, Jakobson, Barthes, Ricoeur, Lacan, Foucault, Austin, Geertz, Derrida, de Man, Clifford, Spivak, and Butler.

Kevin Newmark

**RL 813 Dante's *Divina Commedia*** (Fall: 3)

Conducted in Italian

A reading of the *Divina Commedia* in its entirety, examined at its multiple levels of meaning, literal and allegorical, theological, political, psychological, and artistic. The course will also introduce the student to the most current schools of interpretation and analytical methodologies, as well as interrogate the poem for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Love and Hate, Suffering and Happiness.

Franco Mormando, S.J.

**RL 814 Ariosto e Tasso** (Spring: 3)

Conducted in Italian

The seminar will explore two Italian Renaissance chivalric epics: *Orlando furioso* of Ludovico Ariosto and *Gerusalemme liberata* of Torquato Tasso. Of central concern will be the question of artistic freedom or la licenza del fingere in view of the claims of history, prestigious literary models, pressures of the court, and the artistic strategies of the Post-Tridentine Church. In addition to the two epic poems, we will investigate the treatises and letters that furthered the debate over the proper ends and norms of epic poetry throughout the century.

Laurie Shepard

**RL 832 L'autobiografia del Settecento italiano** (Fall: 3)

Conducted in Italian

The course will center on the following questions: the eighteenth century Italian genre des memoires by such authors as Francesco Maria Spinelli, Giambattista Vico, Carlo Goldoni, Carlo Gozzi and Vittorio Alfieri; the autobiography as a new literary genre within the larger context of the intellectual trends of the period; the birth and development of its form and themes through the century; its definition as discussed by contemporary literary theories.

Rena A. Lamparska

**RL 833 Il verismo italiano** (Spring: 3)

Conducted in Italian

A study of the major works by Giovanni Verga and Luigi Capuana in the context of Italian Verismo, as well as in relation to the European philosophical and literary trends of the period.

Rena A. Lamparska

**RL 880 Ph. D. Thesis Seminar** (Fall/Spring: 1)

For Ph.D. students only

This bimonthly seminar provides Ph. D. Students with a forum in which to discuss their work in progress.

Matilda T. Bruckner

**RL 888 Interim Study** (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Laurie Shepard

**RL 901 Advanced Textual Analysis in Spanish** (Fall: 3)

Conducted in Spanish

Strongly recommended for all beginning graduate students in Hispanic Studies

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various

types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students are introduced to a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Dwayne E. Carpenter*

**RL 913 Medieval Spanish Literature (Spring: 3)  
Conducted in Spanish**

Chronologically broad, politically chaotic, and religiously charged, the Spanish Middle Ages is also a literary cornucopia, abounding in epic poetry, oriental folktales, gaming treatises, ballads, erotic poetry, and novelistic stirrings. While gaining an overview of the entire literary spectrum, students will pay particular attention to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. The works' social, artistic, and historical context will be considered in detail.

*Dwayne E. Carpenter*

**RL 940 Dramatic Syntax in Early Modern Spanish Theater (Fall: 3)  
Conducted in Spanish**

This seminar considers the ontological syntax of seventeenth-century *comedia*, studying in particular the dynamic of subject versus object on the imperial stage. What constitutes an objectifying plot? Who can constitute a legitimate theatrical subject, and under what conditions, during the age of slavery, mysticism, and magic? Dramatic works by men and women, religious and secular, are studied.

*Elizabeth Rhodes*

**RL 961 The Dynamics of Dissent in Contemporary Spanish-American Novels (Spring: 3)  
Conducted in Spanish**

A study of the ideological formation and stylistic development of major Spanish-American novelists of the twentieth century, with special attention to the "Boom" and "Post-Boom" periods. Works by such authors as Carpentier, Fuentes, Vargas Llosa, Allende, García Márquez, and Poniatowska will be examined in detail. Focus on structure, characterization, and use of language will lead to an understanding of the directions the genre has taken in recent decades.

*Harry Rosser*

**RL 969 Contemporary Spanish Novel (Fall: 3)  
Conducted in Spanish**

An in-depth study of the Spanish novel from post-war to post-Franco. Discussion will focus on the novel's evolution from Social Realism to New Realism within the context of political, social, and cultural changes. Attention will be paid to the Spanish novel and contemporaneous literary trends in Europe and the Americas.

*The Department*

**RL 972 *Modernismo* and *Vanguardia* (Fall: 3)  
Conducted in Spanish**

The aim of this course is to introduce students to *Modernismo*, arguably the most brilliant period in the history of Spanish American literature. Although several *modernista* authors will be studied, the course will focus on José Martí and Rubén Darío. The second part of the course will be devoted to the *Vanguardia*: its origin, multifaceted programs, and influence on the most important Spanish American poets of the twentieth century, including Huidobro, Vallejo, Neruda, Borges, and Paz.

*J. Enrique Ojeda*

**RL 985 Twentieth-Century Spanish Theater (Spring: 3)  
Conducted in Spanish**

This close examination of Spanish plays of the twentieth century centers on the dramatic structure, stagecraft, and content of a variety of plays composed by world-class Spanish dramatists. Special attention will be devoted to the national context of the works, including the effects of dictatorship, transition, and democracy.

*The Department*

**RL 986 The Labyrinthian World of Jorge Luis Borges (Spring: 3)  
Conducted in Spanish**

An in-depth study of the poetry and prose of the renowned Argentine writer.

*The Department*

**RL 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*Laurie Shepard*

**RL 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Laurie Shepard*

**Slavic and Eastern Languages**

**Faculty**

**Lawrence G. Jones**, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

**Michael J. Connolly**, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

**Cynthia Simmons**, *Associate Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

**Margaret Thomas**, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

**Jovina Y. H. Ting**, *Adjunct Associate Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University

**Maxim D. Shraye**, *Assistant Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Departmental Notes**

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- World Wide Web <http://fmwww.bc.edu/SL/>

**Departmental Overview**

The Department of Slavic and Eastern Languages provides graduate and undergraduate level courses of study through its three overlapping component programs:

- Linguistics (including English for foreign students)
- Slavic Studies
- Asian Studies

The Department offers degrees at the A.B. and M.A. levels in *Linguistics*, in *Russian*, and in *Slavic Studies*, a dual five-year A.B.-M.A. program for Boston College undergraduates, and undergraduate minors in *Asian Studies* and in *Russian and East European Studies*.

**Undergraduate Program Description**

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies, as well as minor pro-



grams in Asian Studies and in Russian and East European Studies. Each major program requires at least twelve one-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements. Students in a Slavic/Eastern major must take an A.B. Comprehensive for that major.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

### Major in Linguistics

The focus of the linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is Philology. The following listing represents the usual program for this concentration.

- General Linguistics (SL 311)(EN 527)
- Five courses of a philological nature
- Three courses of a language related nature from non-language areas
- Three linguistics topics courses
- A.B. Comprehensive (Linguistics) (SL 401)

The Department expects students concentrating in Philology to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

Upon request the Department can arrange alternate Linguistics concentrations. The College of Arts and Sciences also offers an undergraduate minor in Cognitive Sciences that includes Linguistics as a track.

### Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

- Four courses in Russian grammar, composition and stylistics beyond the intermediate level
- Four courses on Russian literature, of which at least two must be at the 300 level
- One course in General Linguistics
- Old Russian or Old Church Slavonic
- Two electives from Russian literature, second Slavic languages, or linguistics offerings
- A.B. Comprehensive (Russian) (SL 400)

The Department also recommends at least two courses from related areas in other departments; e.g., in Russian history, art, political science, economics, philosophy, theology, etc.

### Major in Slavic Studies

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe. The normal program for this major requires the following:

- Three Russian language courses beyond the intermediate level
- Two courses on Russian literature

- Old Church Slavonic or Old Russian or a second Slavic/East European language
- Two courses on Russian or East European history
- Two courses on Russian or East European politics, philosophy, economics, or other social sciences
- Two electives from an emphasis area
- A.B. Comprehensive (Slavic Studies) (SL 402)

The Department strongly recommends HS 272 (PO 438) (Introduction to Russian and East European Studies) as an early course in this major.

### BC/IRL St. Petersburg Program

The Department offers a program of upper-division courses in St. Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, air travel, private room and board in a Russian family, a cultural activity program, and Russian peer tutors. Details on this BC/IRL study program are available from the department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

### English for Foreign Students

The Department offers a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL117-120) as well as linguistics courses for training teachers of English to foreign students.

## Graduate Program Description

### Program Overview

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-IRLgr.html>.

Each summer the department, in cooperation with Indiana University and the University of Wisconsin/Madison, offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-graduate undergraduates. The program operates with the support of the Dostoevskij Museum and the *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Tuition for two Boston College graduate courses also covers air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-Dost.html>

### Graduate Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program that stresses structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

*Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as *special students*. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program, and for guests from other universities who are enrolling in the BC/IRL St. Petersburg program or Dostoevskij summer programs.

#### Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work
- Three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent
- Two special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

#### English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

#### Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

#### *Undergraduate Course Offerings*

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

#### SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

*Corequisite:* SL 013-014

**Offered annually**

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

The course continues in second semester as SL 004.

*M.J. Connolly*

*Marina Banuazizi*

#### SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

**Offered annually**

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills.

Additional conversation and language laboratory work required.

This course continues in second semester as SL 010.

*Li Zhuqing*

#### SL 013-014 Elementary Russian Conversation I and II (Fall: 0)

*Corequisite:* SL 003-004

**Offered annually**

All students registered in SL 003-004 Elementary Russian I and II must also choose one section of this corequisite drill.

*Marina Banuazizi*

#### SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

**Offered annually**

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading.

Additional language laboratory drill is required.

This course continues in second semester as SL 024.

*Kazuko Oliver*

#### SL 027-028 Introduction to Modern Irish I and II

(Fall/Spring: 3)

**Cross listed with EN 093-094**

**Offered annually**

A course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

*Breen O'Conchubhair*

#### SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)

**Offered Biennially**

An introduction to the study of Modern Korean. The course develops the four fundamental skills: reading ability, aural comprehension, and oral and written expression. Exercises in pronunciation, grammar and reading.

Additional language laboratory drill available.

This course continues in second semester as SL 032.

*Yoon Hyang-sook*

#### SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)

*Prerequisite:* SL 004 or equivalent

*Corequisite:* SL 055

**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 SL 052.

*Cynthia Simmons*

#### SL 055-056 Intermediate Russian Conversation I and II

(Fall/Spring: 0)

*Corequisite:* SL 051

**Offered annually**

All students registered in SL 051-052 Intermediate Russian I and II must also choose a section of this corequisite drill.

## ARTS AND SCIENCES

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*Virginia Javurek*

**SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 010 or equivalent

**Offered annually**

Continuation of course work in spoken and written modern Chinese (Mandarin *putonghua*) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

This course continues in second semester as SL 062.

*Jovina Y-H Ting*

**SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 024 or equivalent

**Conducted mostly in Japanese**

**Offered annually**

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

This course continues in second semester as SL 064.

*Takako Minami*

*Kazuko Oliver*

**SL 067-068 Continuing Modern Irish I and II (Fall/Spring: 3)**

*Prerequisite:* SL 028/EN 094 or equivalent

**Cross listed with EN 097-098**

**Offered annually**

Continuing course in Modern Irish for those with a basic prior knowledge of the language. Emphasis is on developing the ability to read contemporary literature in all genres.

The primary focus of the course is on the Irish of Conamara but other dialects are studied as well, and some attention is given to reading texts in the older Gaelic type and spelling in use through the 1940s.

This course continues in second semester as SL 068.

*Philip O'Leary*

**SL 084 Literatures of the World (Fall/Spring: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**All readings in English translation**

An introduction to literatures from around the world leading to exploration of thematic, formal, social and philosophical questions. Each section of this course focuses on a different set of cultures and genres.

In these literature core courses students learn to assess the shape of their own language and thought by exploring literatures from other places and times.

*The Department*

**SL 117 English Grammar Review for Foreign Students (Fall: 3)**

**Cross listed with EN 117**

**Exclusively for students whose native language is not English**

**Enrollment by placement test only**

A one-semester review of selected topics in English grammar, with the aim of increasing the ease and precision of written and oral expression.

Attention to the development of academic vocabulary.

*Aisha Saidi*

**SL 118 Essentials of English Composition (For Foreign Students) (Spring: 3)**

**Cross listed with EN 118**

**Offered annually**

**Exclusively for students whose native language is not English**

**Enrollment by placement test only**

Extensive practice in the composition and editing of academic prose. Techniques for creating informative, succinct, and accurate sentences and paragraphs. This course prepares foreign students for

Core-level English writing and literature courses.

*Margaret Thomas*

*Aisha Saidi*

**SL 119 The Craft of Writing (For Foreign Students)**

(Fall/Spring: 3)

Cross listed with EN 119

Satisfies Writing Core Requirement

Offered annually

Exclusively for students whose native language is not English

Enrollment by placement test only

Techniques for writing effective and correct English prose using an awareness of English grammatical structures along with the concepts of English rhetoric. The development of English vocabulary, paraphrase, and imitative expression through the reading of short expository and literary prose. The opening of creative expression in writing through the reading of poetry. The writing of examination essays and of papers through practical exercises.

*Raymond G. Biggar*

*Aisha Saidi*

**SL 120 The Study of Literature (For Foreign Students)**

(Fall/Spring: 3)

Cross listed with EN 120

Satisfies Literature Core Requirement

Offered annually

Exclusively for students whose native language is not English

Enrollment by placement test only

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a *precis* of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.

*Raymond G. Biggar*

*Aisha Saidi*

**SL 157-158 Praktika russkoj rechi I and II (Fall/Spring: 3)**

*Prerequisite:* SL 052 equivalent

Conducted in Russian

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition for students who intend to continue to an advanced level. This course continues in second semester as SL 158.

*Thomas Epstein*

*Margaret Dalton*

**SL 205 Tolstoy and Dostoevsky (in translation) (Fall: 3)**

Cross listed with EN 303

All readings in English translation

Offered Biennially

A comparative study of two giants of world literature, with 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.

Conducted entirely in English. For a Russian-language version of this course see SL 308.

*Cynthia Simmons*

*Maxim D. Shrayner*

**SL 227 Advanced Russian Grammar (Fall: 3)**

*Prerequisite:* SL 158 equivalent

Offered annually

Conducted in Russian

Intensive and increasingly rapid reading of difficult Russian

texts, translation from English into Russian, correct expository composition, and a review of fine points of Russian grammar.

*Maxim D. Shrayner*

*M.A. Shereshevskaja*

**SL 232 Literature of the Other Europe (in translation) (Fall: 3)**

All readings in English translation

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Russia and Eastern Europe. The often-shared themes of frontier, identity, exile, and apocalypse in the works of selected leading writers such as Milosz, Havel, Hrabal, Kundera, Drakulic, and Bulgakov.

*Cynthia Simmons*

**SL 234 The Polish Language (Fall: 6)**

*Prerequisite:* Prior experience with a Slavic language is strongly recommended

Offered on a non-periodic basis

An intensive and rapid introduction to the phonology and grammar of Polish and the reading of literary and expository texts.

*The Department*

**SL 239 Images of Women in Russian Literature (in translation)**

(Spring: 3)

All texts read in English translation

Offered Biennially

A study of the representation of women in Russian literary works from the Kievan period through modern times, including folk traditions, but with a special emphasis on the classical and modern literature.

An exploration of the notions of the "strong woman" versus the "superfluous man," and of "terrible perfection," along with a discussion of the utility of these concepts in characterizing the literary representations being studied.

*Cynthia Simmons*

**SL 256 Modern Chinese Literature and Society (in translation)**

(Spring: 3)

All texts read in English translation

Offered Biennially

A study, in English, of selected works by twentieth-century Chinese writers. Novels and short stories studied within the context of changing social, political, and cultural conditions in China and Taiwan.

*Jovina Y-H Ting*

**SL 262 Gods and Heroes in Far Eastern Literatures (in translation)**

(Spring: 3)

All readings in English translation

Offered Biennially

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.

*Li Zhuqing*

**SL 263 Far Eastern Civilizations (Fall: 3)**

Required for Asian Studies minors

All readings in English translation

An overview of the ancient and modern cultures of the Far East with emphases on China, Japan, and Korea and with a consideration of cultural currents from neighboring India, Mongolia, and Manchuria. Selected illustrative topics from literature and language, history and politics, economy and social structures, philosophy and religion, art and archaeology.

*Li Zhuqing*

**SL 274 Russian Cinema (Fall: 3)**

Cross listed with FA 277

**All readings in English translation**

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.

*Maxim D. Shrayer***SL 275 Nabokov (Spring: 3)**

Cross listed with EN 226

**All texts read in English**

The bilingual and bicultural achievement of Vladimir Nabokov: an examination of selected major works from Nabokov's Russian and English periods, with particular attention to connections between his aesthetics, ethics, and metaphysics and issues of gender, sexuality, authorship and exile.

Readings include *Glory, The Defense, Invitation to a Beheading, The Gift, Priglasenie, and Lolita*, as well as selected short stories, his autobiographical *Invitation to a Beheading*, and discursive writings.

*Maxim D. Shrayer***SL 279 Language and Ethnicity (Spring: 3)**

Cross listed with SC 275

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership; dialect geography; Native Americans and US language policy; the Ebonics controversy; arguments for and against maintaining public language standards.

Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas***SL 388 Senior Honors Project (Fall/Spring: 3)****May be repeated for credit**

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.

*The Department***SL 399 Scholar of the College Project (Fall/Spring: 9)****May be repeated for credit**

A course of directed study on Slavic, Asian or Linguistic topics, intended solely for students who are working on projects accepted toward designation as Scholar of the College.

The precise subject matter is determined by arrangement and need.

*The Department***SL 400 A.B. Comprehensive: Russian (Fall/Spring: 1)****Required for senior majors in Russian***The Department***SL 401 A.B. Comprehensive: Linguistics (Fall/Spring: 1)****Required for senior majors in Linguistics***The Department***SL 402 A.B. Comprehensive: Slavic Studies (Fall/Spring: 1)****Required for senior majors in Slavic Studies***The Department***Undergraduate and Graduate Course Offerings****SL 308 Dostoevskij and Tolsoj (Fall: 3)****Conducted in Russian****Offered Triennially**

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism.

*Maxim D. Shrayer***SL 311 General Linguistics (Fall: 3)**

Cross listed with EN 527

**Offered annually**

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

This course provides an intensive introduction to the study of what languages is and how it operates. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly***SL 316 Old Church Slavonic (Fall: 3)***Prerequisite:* Prior study of a Slavic language or of Greek highly recommended**Offered Biennially**

The origins and development of the Slavic languages, the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages, illustrated through readings in Old Church Slavonic texts.

*M.J. Connolly***SL 323 The Linguistic Structure of English (Spring: 3)***Prerequisite:* Previous or simultaneous coursework in Linguistics or in the history of the English language.

Cross listed with EN 121

**Offered annually**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

*Margaret Thomas**Marlyse Baptista***SL 328 Classical Armenian (Spring: 3)***Prerequisite:* Familiarity with an inflected language highly recommended**Offered Triennially**

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century.

Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts.

*M.J. Connolly***SL 344 Syntax and Semantics (Spring: 3)**

Cross listed with EN 392

**Offered Biennially**

An introduction to the concepts and operations of modern transformational-generative grammar and related models, and linguistic theories of meaning.

*Margaret Thomas**M. J. Connolly***SL 348 Chexov (Spring: 3)****Offered on a non-periodic basis****Conducted entirely in Russian**

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

*The Department***SL 349 Advanced Russian Writing and Translation (Spring: 3)***Prerequisite:* SL 227 or equivalent

Offered annually

Conducted entirely in Russian

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through imitative and original writing, the theory and practice of preparing refined translations both from and into Russian.

*Maxim D. Shrayer*

*O.A. Starovojtova*

**SL 360 The Teaching of English as a Foreign Language (Fall: 3)**

Cross listed with EN 660

Offered annually

An overview of the field of foreign language learning and teaching from a linguistic perspective with an emphasis on issues involved in teaching of English to non-native speakers.

An examination of the relationship between views of the nature of language and different approaches to language teaching.

Supervised experience in the teaching of English.

*Margaret Thomas*

**SL 362 Language in Society (Fall: 3)**

Cross listed with EN 122

Offered Biennially

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures.

Sociolinguistic issues of contemporary interest, including: language and gender, language planning, and language and public policy.

Original language oriented research forms an essential part of course.

*Margaret Thomas*

**SL 365 Readings in Chinese Literature and Philosophy (Fall: 3)**

*Prerequisite:* SL 062 or equivalent

Conducted in Chinese

Offered Biennially

Selected readings in fundamental Confucian and Taoist texts and in the *Yi-jing* (Book of Changes); selected readings of representative major works of Chinese poetry, prose, fiction, and drama, including the *Shi-jing* (Book of Songs) and *Chu-ci* (Songs of the Chu); an examination of the influence of philosophical ideas in the development of Chinese literature.

*Jovina Y-H Ting*

**SL 393 Advanced Tutorial: Chinese (Fall/Spring: 3)**

May be repeated for credit

A course of directed study Chinese language and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.

The precise subject matter is determined by arrangement and need.

*Jovina Y-H Ting*

### Graduate Course Offerings

**SL 724 Zhizn' i tvorchestvo Dostoevskogo (Summer: 3)**

Conducted entirely in Russian at the Dostoevskij Museum in St Petersburg

*Nina Ashimbaeva*

**SL 820 Seminarskie zanjatija po Dostoevskomu (Summer: 3)**

Taught entirely in Russian at the Dostoevskij Museum, St Petersburg (Russia)

*Boris F. Egorov*

## Sociology

### Faculty

**Severyn T. Bruyn**, *Professor*; A.B., A.M., Ph.D., University of Illinois

**Charles K. 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

**Jeanne Guillemin**, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

**Sharlene J. Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Lynda Lytle Holmstrom**, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**David A. Karp**, *Professor*; A.B., Harvard College; Ph.D., New York University

**Ritchie P. Lowry**, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

**Stephen J. Pfohl**, *Professor*; Chairperson of the Department; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

**David Horton Smith**, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

**Diane Vaughan**, *Professor*; B.A., M.A., Ph.D., Ohio State University

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Paul S. Gray**, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

**Seymour Leventman**, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

**Eva Marie Garrouette**, *Assistant Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

**Ramon Grosfoguel**, *Assistant Professor*; B.A., University of Puerto Rico; M.A., Ph.D., Temple University

**William A. Harris**, *Assistant Professor*; B.A., UCLA; M.A., Yale University; Ph.D., Stanford University

### Departmental Notes

- Administrative Secretary: Brenda Pepe, 617-552-8412, [brenda.pepe@bc.edu](mailto:brenda.pepe@bc.edu)
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/soc/socdept.html](http://www.bc.edu/bc_org/avp/cas/soc/socdept.html)
- E-mail address is as follows: [sociolog@bc.edu](mailto:sociolog@bc.edu)

### Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The

sociological perspective and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001-SC 097 are part of the Core. The themes of these courses are concerned with the many groups that individuals form—families, tribes, communities, and states, and a great variety of social, religious, political, business, and other organizations that have arisen out of living together.

### Core Offerings

For non-majors, courses in the range SC 001-SC 097 satisfy the Social Science Core requirement.

### Major Requirements

Sociology majors are required to take a minimum of ten courses for a total of thirty credits.

Either Introductory Sociology (SC 001)—or preferably the Introductory Sociology section designated specifically for Sociology Majors.

Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. **Please note:** If a Sociological Statistics course is to be taken at another college or university, Department permission is required. In addition, the student must demonstrate that this course has a computer component to it. (For details consult Professor Michael A. Malec.)

Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three (3) must be Level III courses (SC 299 or higher).

### Advanced Sociological Analysis Courses

Each year the Department offers one or two courses which fall under a special category entitled “Advanced Sociological Analysis” (ASA). These courses are typically seminar style courses offered to Sociology majors interested in developing more advanced theoretical and methodological skills for carrying out sociological analysis.

### Honors Program

The Undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.3 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and in the last semester of the senior year, gathering and analyzing the data, then writing the thesis. (For details, consult Professor Paul G. Schervish)

### Information for First Year Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of thirty credits. SC 001 Introductory Sociology is required for majors.

For non-majors, courses from SC 001-SC 097 provide Social Science Core credit.

### Internship

The Department offers internship placements (1) in court probation offices and other legal settings and (2) in settings designed for students who wish to acquire practical work experience in human services, political, social research, or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where sociology majors may find employment after graduation. (For details, consult Professor John B. Williamson.)

### Dual Master's Degree with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

#### *B.A./M.A. Program Admissions*

Application normally takes place early in the second semester of the junior year. (The usual deadline each year is February 1.) The applicant must submit the same admissions materials as are required of all graduate degree applicants; these are obtained from the Graduate School of Arts and Sciences (McGuinn 221).

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after 5 semesters, of at least 3.33 with at least a 3.5 GPA in Sociology courses. (For details consult the Director of Undergraduate Studies, Professor Paul G. Schervish.)

#### *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 one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. (For details, consult the Director of Undergraduate Studies, Professor Paul G. Schervish)

### Graduate Program Description

#### Master's Program

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

*Master's Degree Requirements:* (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis and oral defense.

#### Doctoral Program

*Admissions:* The Ph.D. program prepares students for careers as college and university faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

*Ph.D. Degree Requirements:* (1) Twenty-four credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

#### Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers that integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help students to understand and work in the areas of social economy and social justice more effectively.

#### M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains

social researchers, providing them with a systematic understanding of the business and work place environment, and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, work place democracy, and industrial relations.

### **Financial Assistance**

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, experience and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

The Sociology Department's e-mail address is as follows: [sociolog@bc.edu](mailto:sociolog@bc.edu)

### **Undergraduate Course Offerings**

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

#### **SC 001 Introductory Sociology (Fall/Spring: 3)**

*Prerequisite:* If you are a Sociology Major and have already taken SC 100 do **not** take this course.

Although the content will be the same as a "regular" introductory course, the class will be limited in size and will emphasize class participation. The class will introduce students to the most essential concepts, ideas, theories, and methods of the discipline. The goal of class discussion, lecture, and readings will be to convey the distinctive features of the "sociological imagination." We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history.

*Ritchie Lowry*

*David Karp*

#### **SC 003 Introductory Anthropology (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.

*The Department*

#### **SC 008 Marriage and the Family (Fall/Spring: 3)**

**May be taken as part of the Women's Studies Minor.**

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider cult of domesticity family common between 1830 and 1980; and (6) policy.

*Lynda Lytle Holmstrom*

#### **SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)**

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from 19th century England and Italy to 20th century America. We consider the sources, strengths, and weaknesses of each theory and the strategies for controlling it generated. The second half of the course focuses on patterns of criminal behavior: homicide, rape, property crime, family violence, corporate crime. For each, we will discuss what theory best explains it and what might be an appropriate strategy for controlling or eliminating it.

*Diane Vaughan*

*Edward Skeffington*

#### **SC 028 Love, Intimacy and Human Sexuality (Fall/Spring: 3)**

**May be taken as part of the Women's Studies Minor.**

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

*The Department*

#### **SC 030 Deviance and Social Control (Fall/Spring: 3)**

**May be taken as part of the Women's Studies Minor.**

This course represents a social and historical inquiry into the battle between the power of a given social order and its deviant others. It is a story of control and resistance within societies organized according to economic, heterosexist, racial, and imperial hierarchies. It is a story of madness, religious excess, and the pornographic violence of Western Man and his most powerful social institutions. It is also a narrative of the resistance of women, peoples of color, those who desire sex differently and those impoverished by the normal relations of a given social order of things in time. It is a story of how some of us come to know others as evil, sleazy, dirty, dangerous, sick, immoral, or crazy, and how the normative order to which we adhere is disrupted or destroyed by those who know it differently.

*Stephen J. Pfohl*

#### **SC 032 Business and Society (Fall/Spring: 3)**

This course is designed for students interested in professional and business careers but all students are welcome. We examine the changing role of business in society, including issues in corporate governance, professional ethics, worker self-management, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, such as equal employment opportunity, occupational safety and health, government deregulation of industry and social self-regulation, environmental and consumer protection, ethical investing, community development corporations, and the changing character of multinational corporations.

*Severyn T. Bruyn*

*The Department*

#### **SC 040 Sociology of a Global Economy (Fall: 3)**

This is an introductory course to the global political-economy. The course will cover the major theoretical approaches addressing international development. We will examine their relevance to contemporary issues such as poverty, inequality, and globalization in the capitalist world-economy. The first part of the course is dedicated to an overview of the different theoretical approaches. The second part will compare the developmental processes of Southeast Asia and Latin America in relation to the development of the United States.

*Ramon Grosfoguel*

#### **SC 041 Race Relations (Fall/Spring: 3)**

**Cross listed with BK 151**

**Satisfies Cultural Diversity Core Requirement**

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.

*Seymour Leventman*

#### **SC 043 Introduction to African-American Society (Fall: 3)**

**Cross listed with BK 155**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies department.



*The Department***SC 049 Social Problems (Fall: 3)**

This course will examine the connection between popular myths, social scientific paradigms and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction and crime. We will look for the reasons why so many private/public programs to resolve problems fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those which are based upon a historical, cultural and critical perspective.

*Ritchie Lowry*

**SC 063 Women and Work (Spring: 3)**

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary America, we will provide a brief historical overview of women's work patterns. We analyze the range of social, economic and political factors underlying women's increased labor force participation over time. Our approach is holistic and feminist. In order to understand women's position in the work world, we must analyze their economic position in the context of other institutions of society—the economic, political and educational.

*Sharlene J. Hesse-Biber*

**SC 072 Inequality in America (Fall/Spring: 3)**

**This course can 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 by women, and by people of color or by Caucasians.

*Eve Spangler*

**SC 078 Sociology of Health and Illness (Spring: 3)**

**Either SC 078 or SC 154 (not both) will count towards Sociology major requirements.**

This course will provide an introduction to the sociology of health and illness. Sociological principles and perspectives will be applied to a variety of topics including the experience of illness, the social and cultural factors of health and disease, and the institutional structures of medicine.

*The Department*

**SC 079 Social Psychology (Fall/Spring: 3)**

This Core course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect and are affected by other people. Major topics include person perception, nonverbal and spoken communication, attitudes and attitude change, prejudice and discrimination, interpersonal attraction, intimate relationships, helping behavior, aggression, social influence and conformity, persuasion, group processes, organizations and business, law, health, territoriality and crowding. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory.

*The Department*

**SC 084 Mass Media in American Society (Fall: 3)**

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, of how and why media products take the form that they do. It focuses on the production of news rather than entertainment or advertising. The course illustrates two more general sociological approaches-

social construction and political economy.

*William A. Gamson*

**SC 087 Social Movements (Spring: 3)**

America has been shaped and is being remade by a politically diverse array of social movements: the civil rights movement, the women's movement, the fundamentalist movement, and the environmentalist movement, to name just a few. This course examines the influence of social movements on government and culture. It provides both an introduction to the theoretical literature on social movements and to the specifics of a number of modern American social movements.

*The Department*

**SC 092 Peace or War? (Fall/Spring/Summer: 3)**

We compare the roots of war and paths to peace before and after the Cold War, focusing on the United States and its military interventions, largely in the Third World. In the first part of the course, we explore core sociological concepts such as power, government, violence, and inequality that can help explain the decision by governments to go to war. In the second part of the course, we focus on the Cold War era, examining wars in which our own government was deeply involved. In the third part of the course, we move to the current era, discussing why American military interventions may be increasing, and the dilemmas of humanitarian interventions in such countries as Haiti, Bosnia, Somalia and Rwanda. The fourth section explores the U.N., social activism among students, and other routes to peace.

*Charles Derber*

**SC 093 Comparative Social Change (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course is an introductory level examination of social change, viewed from a theoretical, historical, and contemporary perspective. Significant trends in the United States are analyzed within a world wide context. These issues include the following: the decline of community, the impact of technology, the globalization of the economy, the persistence of inequality, the rise of "new" social movements, and the end of the Cold War. A critical examination of one's role as worker, consumer, family member, and citizen is encouraged.

*Paul S. Gray*

**SC 097 Death and Dying (Fall: 3)**

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.

*John B. Williamson*

**SC 133 Women and the Law (Fall: 3)**

This course will introduce students to a range of topics and issues pertaining to the involvement of women and the law. I use the word "law" in a broad context. Throughout the course we will examine the experiences of women in society in general, and in the legal and criminal justice system specifically. Some questions that undergird our exploration of women and the law are how do the social, economic and political structures impact women who vary according to race, class and sexual orientation. Topics to be discussed include: women as offenders, pornography, prostitution, substance abuse

during pregnancy, violence against women, incarceration, workplace equality, and sexual orientation. Juxtaposing these issues is how the legal sphere has become more accessible to women as judicial participants and architects of case law and legal theory.

*The Department*

**SC 144 Legal and Illegal Violence Against Women (Fall: 3)**

**May be taken as part of the Women's Studies Minor.**

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

*Lynda Lytle Holmstrom*

**SC 200 Statistics (Fall/Spring: 3)**

**Required for Sociology Majors**

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

*Michael A. Malec*

*William Harris*

**SC 210 Research Methods (Fall/Spring: 3)**

**Required for the Sociology major**

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method, and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

*The Department*

**SC 215 Social Theory (Fall/Spring: 3)**

**Required for the Sociology major**

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, and presented in the context of their intellectual forebears.

*William A. Harris*

*Seymour Leventman*

*Eve Spangler*

*The Department*

**SC 225 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with HS 148/EN 125**

A course taught by Women's Studies faculty and undergraduate student teams under faculty direction to acquaint students with a large range of academic and life experience topics that have been affected by Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars that meet once a week to discuss and study such issues as women's history, feminist theory, sex roles, and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects, and usually includes a continuing personal and readings-oriented journal.

*Ellen Friedman*

**SC 242 Black Women and Feminism (Fall: 3)**

**Cross listed with BK 242**

See course description in the Black Studies department.

*Elizabeth Hadley*

**SC 250 Perspectives on War, Aggression and Conflict Resolution (Fall: 3)**

**Cross listed with PL 259/TH 327**

**The course numbered SC 251 will no longer be offered in this or in subsequent years.**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

*Rein A. Uritam*

**SC 268 The History and Development of Racism**

**(Fall/Spring: 3)**

**Cross listed with BK 268/PL 268**

See course description in the Black Studies department.

*Horace Seldon*

**SC 279 American Labor and Civil Rights Issues (Spring: 3)**

**Cross listed with BK 281**

See course description in the Black Studies department.

*The Department*

**SC 299 Reading and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

**Note: No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

*The Department*

**SC 399 Scholar of the College (Fall/Spring: 6)**

*Prerequisite:* Permission of instructor

This is not a classroom course.

*Stephen J. Pfohl*

**SC 517 Capstone: Identity Changes (Fall: 3)**

**Cross listed with UN 518**

See course description in the University courses section.

*John Donovan*

**SC 550 Important Readings in Sociology (Spring: 3)**

**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 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 as follows: What are the characteristics of powerful and compelling sociological work?

*David A. Karp*

**SC 555-556 Senior Honors Seminar (Fall/Spring: 3)**

*Prerequisite:* Permission of the Department

**Only students how 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.

*Diane Vaughan*

***Undergraduate and Graduate Course Offerings*****SC 340-341 Internship in Sociology I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering: (1) to receive permission to register for the course, (2) to make sure that they will be available at the time the seminar will meet, and (3) to receive the full details about the course and as well as possible placements.

*John B. Williamson*

**SC 346 Economic Crisis and Social Change (Spring: 3)**

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy. We show that our economy requires major change in the way we think about ourselves and our society, as well as radical social transformation.

*Charles Derber*

**SC 362 Language in Society (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

This course is an introduction to sociolinguistics, that is, to the study of language in its social context. We will examine a number of classic issues in sociolinguistics including the varieties of language associated with social class, ethnicity, and locale; bilingualism; pidgin and creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. The course concludes by investigating several sociolinguistic issues of contemporary interest: language and gender; the “U.S. English” controversy; language and public policy.

*Margaret Thomas*

**SC 378 Introduction to Social Work (Fall/Spring: 3)****Cross listed with PS 600/SW 600**

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*Regina O’Grady-LeShane*

**SC 394 Social Conflict (Spring: 3)**

The end of the Cold War has not ended the threat of war or of violent conflicts within a society. Some conflicts that were dormant have now flared up. Problems of large-scale, violent conflicts unfortunately remain central in the modern world. The probability of nuclear proliferation and the use of poison gas make such conflicts even more scary. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and how they can be resolved non-violently.

*William A. Gamson*

**SC 422 Internships in Criminology I (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

*Edward J. Skeffington*

**SC 423 Internships in Criminology II (Fall/Spring: 3)****Permission of instructor**

Optional continuation of SC 422 on a more intensive level.

*Edward J. Skeffington*

**SC 468 Sociology of Education (Fall: 3)****Cross listed with ED 349**

See course description in the Lynch School of Education.

*Ted I. K. Youn*

**SC 473 Sociology of International Migration (Fall: 3)**

This course addresses the main theoretical approaches to, and studies of, international migration. It focuses on migration processes from the Third World to the First World. France, The Netherlands, Great Britain and the United States are the main countries looked at for comparative analysis. Race, gender, citizenship, identity and class processes are analyzed in relation to international migration.

*Ramon Grosfoguel*

**SC 480 Native American Identities (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

Dominant sociological models suggest that race is a constructed category—both an achievement as well as an ascription. This course examines theoretical and ethnographic works which suggest models for understanding the way in which Native American identities in particular are asserted, maintained, challenged, and even revoked. It will look at specific instances of racial identity negotiation, pursuing such questions as: how is identity construction among Indians similar to or different from such processes in other groups? Who benefits and who loses when racial identities are constructed in particular ways? How might racial identities be constructed differently?

*Eva Garrouette*

**SC 485 Race and Racism (Spring: 3)****Satisfies Cultural Diversity Core Requirement**

This class will consider the theoretical and empirical literature on race and racism. Topics may include the socially constructed nature of race, patterns of inequality in American society, the origins of prejudice, the consequences of racism, societal responses to racism, and similar subjects.

*Eva Garrouette*

**SC 498 The Latino Experience in the United States (Spring: 3)**

The main goal of this course is to offer a broad and comprehensive understanding of the Latino experiences in the United States. We will cover several sociological issues such as migration processes, modes of incorporation to the host society, racism, culture/identity strategies, and the political-economic relations between the countries of origin and the United States. The course places the Latino experiences in a comparative perspective, focusing on Cubans, Dominicans, Mexicans, and Puerto Ricans.

*Ramon Grosfoguel*

**SC 500 International Studies Seminar (Fall: 3)****Offered Periodically**

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies Major or Minor. Although taught in the Department of Sociology, the seminar will be interdisciplinary in focus. Seniors in International Studies are welcome regardless of their specialty or field of interest, although the main analytical concepts will be drawn from the social sciences. The seminar will be divided in two segments. Initially we shall be reading books and articles concerning some broad, common themes in contemporary International Studies, including: the "new world order," the end of the cold war, democratization, technology and social change, trade and dependency, etc. In the second part of the course, students will present their own emerging ideas as their senior thesis projects take shape. The goal is to foster an atmosphere of discovery, trust and creative collaboration.

*Paul S. Gray*

**SC 509 Feminist Approaches to Theory and Methodology****(Spring: 3)**

May be taken as part of the Women's Studies Minor. This course was formerly called "Feminism and Methodology" and students need to note that before registration.

This course examines a range of feminist, social science and philosophy of science literature that is concerned with issues of methodology. We address the following: (1) What are the basic assumptions concerning the scientific method in the existing social science literature? (2) Is there a feminist methodology? (3) To what degree is science a cultural institution influenced by economic, social and political values? (4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them?

*Sharlene J. Hesse-Biber*

**SC 511 Ethnography and Field Research (Spring: 3)**

This seminar-format course explores the theory and practice of ethnography. Students will develop and sharpen analytic and observational skills by doing supervised fieldwork. Topics covered include: gaining access, establishing rapport, creating theory inductively from data, taking and organizing field notes, and developing action research strategies. There will also be a thorough analysis of research ethics. This course is appropriate for graduate students in Sociology and other social sciences, Education, Social Work, and Nursing.

*Paul S. Gray*

**SC 527 The Evolution of Culture (Fall: 3)**

This course is an anthropological examination of symbolic life in the emergence of culture. Special attention will be devoted to myth, folklore, stratification and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will be given to cross-cultural studies of sex behavior, the development of music, and the principles of evolution.

*Severyn T. Bruyn*

**SC 564 Seminar on Medical and Family Sociology (Spring: 3)**

*Prerequisite:* Permission of the instructor

This seminar will focus on student research projects in the area of medical and family sociology.

*Lynda Lytle Holmstrom*

**SC 578 Corporate Social Responsibility (Fall/Spring: 3)**

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and con-

sumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

*Ritchie P. Lowry*

**SC 580 Social Problems and Social Change (Spring: 3)**

Many students turn to sociology in order to prepare for work in the service of society. This course surveys strategies for addressing social problems, as they are related to a generalized approach to planned social change. The syllabus is strongly oriented to the theoretical and empirical literature of sociology.

*William A. Harris*

**SC 586 Sociology of Science, Knowledge and Technology****(Spring: 3)**

This graduate/undergraduate seminar is designed to develop a sophisticated and critical understanding of the inner workings of science and technology and how knowledge is produced. Emphasis will be on the relationship between social, cultural, and historical shifts and scientific and technical knowledge. Substantive topics covered will include competition in science and technology, laboratory work and other scientific practice, invention and diffusion of ideas, the human/machine interface, gender and the production of knowledge, risk and disaster, the quest for certainty, and the role of the media.

*Diane Vaughan*

**SC 670 Technology and Culture (Fall: 3)****Cross listed with MC 670/PL 670**

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith*

**Graduate Course Offerings****SC 702 Introduction to Statistics and Data Analysis (Fall: 3)****Required for graduate students**

This course will introduce the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSS data analysis package.

*Michael A. Malec*

**SC 703 Multivariate Statistics (Spring: 3)****Required for graduate students**

This is a very applied course with a focus on the analysis of cross-sectional data. It assumes a knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three general statistical procedures: factor analysis, analysis of variance, and regression analysis. However, the course is focused primarily on multiple regression and related procedures; in this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Also covered are in-way ANOVA and multiple classification analysis. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

**SC 710 Survey of Research Methods (Fall: 3)****Required for graduate students**

This course presents the wide range of alternative research methods available to the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. In the context of discussing these alternative research methods, attention is given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations; such issues must be taken into consideration by all who engage in social research. A great deal of attention will be given to issues related to research design and proposal writing.

*Sharlene Hesse-Biber*

**SC 715 Theory ProSeminar I (Fall: 3)****Required for graduate students**

Focusing on the work of Marx, Durkheim and Weber, the course traces the philosophic, intellectual and social history of the ideas, themes, concepts and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Seymour Leventman*

**SC 716 Theory ProSeminar II (Spring: 3)****Required for graduate students**

This seminar is intended as a graduate level introduction to the practice of contemporary social theory. It concerns the historical production and consumption of the wide variety of theoretical perspectives used by (mostly) twentieth-century sociological writers to make sense of the multiple social worlds in which we live and die. It also concerns the ways in which social theories are themselves sociologically constructed within and/or against complex and contradictory fields of social power and knowledge.

*Stephen J. Pfohl*

**SC 729 The Political Economy of World Systems (Spring: 3)**

This course discusses the different approaches to world-system analysis. It provides a historical context to understand the significance of world-system analysis as an alternative approach to modernization and dependency theory. The course analyses the similarities and differences of Wallerstein, Arrighi, Gunder Frank, and others. Moreover, it addresses the utility of world-system analysis to race, gender, sexual, and class issues.

*Ramon Grosfoguel*

**SC 736 Introduction to Social Economy (Fall: 3)**

This course will provide an introduction to the field of political and social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. With a strong historical introduction the course looks at the changing power relations among states, corporations and workers, and the effects of global corporate sovereignty on class, race, and gender. Alternatives to corporate control and the reconstruction of democracy and human rights are a major focus.

*Charles K. Derber*

**SC 740 Culture, Ethnicity and Health (Summer: 3)**

**Undergraduates can enroll in this course with permission of the instructor.**

The relationship between various cultural traditions and health care issues are analyzed within a sociological framework of ethnic and racial group studies. The responses of different ethnic groups to

mental and physical illness, pain and medical care, are examined as well as the role of the ethnic family and community in the medical care process, and the issues of clinical judgment versus ethnic labeling of sickness.

*Seymour Leventman*

**SC 751 Quest for Social Justice (Spring: 3)**

This is a foundation course for the SESJ Program and is designed especially for first or second year students. The course focuses on (1) the state of economic and social justice in the United States today, and (2) the health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews the economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The second part of the course examines (1) the political and social movements that have arisen to challenge economic and social arrangements; (2) the new structuring of these movements around race, gender, and other identity politics; and (3) the rise of new types of class politics that are oriented to achieving a more just society.

*William A. Gamson*

**SC 753 Organizational Analysis (Fall: 3)**

The purpose of this graduate seminar is to become familiar with, apply, and discuss basic concepts that guide our understanding of organizations. Students will conduct a case study of an organization during the semester. Seven key concepts will be used in the case analysis. Reading assignments will introduce a concept that we will discuss in class. For the following class, each student will then examine his or her organization with that concept in mind, writing a three page paper about that concept in relation to his or her case. When the class meets, we will discuss how people went about investigating that particular aspect of their organization, any research difficulties, and what was learned either about the concept's utility, the organization, or the social change in organizations.

*Diane Vaughan*

**SC 799 Readings and Research (Fall/Spring: 3)**

Independent research on a topic mutually agreed upon by the student and the Professor. Professor's written consent must be obtained prior to registration.

*The Department*

**SC 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*The Department*

**SC 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**SC 900 Teaching Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 901 Research Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 902 Seminar in Teaching Sociology (Spring: 3)**

This course examines issues and problems in teaching sociology at the college level. Topics covered include: goals of instruction,

classroom presentation, testing and grading, curriculum development, university teaching resources, issues of the profession, and overcoming student resistance to learning. The course is strongly recommended for all current and prospective Teaching Assistants and Teaching Fellows in Sociology.

*Eve Spangler*

#### SC 998 Doctoral Comprehensive (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

#### SC 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week-working on the dissertation.

*The Department*

## Theatre

### Faculty

**Stuart J. Hecht**, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**Scott Cummings**, *Assistant Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

**John H. Houchin**, *Assistant Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

**Luke Jorgensen**, *Adjunct Instructor*; B.A., Boston College; M.A., Northwestern University; A.B.D. (cand), Tufts University

### Departmental Notes

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, [stuart.hecht@bc.edu](mailto:stuart.hecht@bc.edu)
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/thtr/dept.html](http://www.bc.edu/bc_org/avp/cas/thtr/dept.html)

### Undergraduate Program Description

The Theatre program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theatre as well as the theory, history, and criticism of dramatic literature. The Theatre major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

### Major Requirements

Students must complete twelve (12) courses plus an additional six credits worth of Theatre Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 062 Dramatic Structure and Theatrical Process
- CT 140 Elements of Theatre Production I (which must be taken along with CT 145 Theatre Production Laboratory I)
- CT 141 Elements of Theatre Production II (which must also be taken along with CT 150 Theatre Production Laboratory II)
- CT 275 History of Theatre I
- CT 276 History of Theatre II
- CT 101 Acting I

These six basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the six courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major:

- Students must pick two (2) upper-level departmental theatre courses in theatre history, criticism and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479.
- Students must also pick two (2) upper-level departmental courses in performance and/or production. Courses that meet this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459.
- The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theatre Production Laboratory beyond their course requirements in order to graduate with a major in Theatre. Credits are only awarded for working on Boston College Department of Theatre productions. Two of the six may be earned through substantial performance, stage management, or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theatre Production Laboratory courses are worth one (1) credit; but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theatre Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in Theatre as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

### Certification in Theatre Option for Education Majors

#### Elementary and Secondary Education

Elementary Education and Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in Theatre from the Massachusetts Department of Education. Brochures describing this program are available in the Theatre Department (Robsham Theater Arts Centre) or the Office of the Assistant Dean for Student Services and Outreach in the SOE (Campion 104).

For more information please contact Dr. Stuart J. Hecht.

### Information for First Year Majors and Non-Majors

#### Theatre Majors

Students majoring in Theatre pursue studies in acting, directing, design, production, theatre history, literature, and criticism. To complete a major program, students must take twelve (12) 3-credit courses plus an additional six (6) credits worth of Theatre Production Laboratory.

Incoming Arts and Sciences students majoring in Theatre should select CT 062 Dramatic Structure and Theatrical Processes in their first semester and plan to take CT 140 Elements of Theatrical Production I (which must be taken along with CT 145 Theatre Production Lab I) in their second semester.

#### Non-Majors

Non-majors may take CT 060 Introduction to Theatre to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theatre as an artistic and humanizing experience.

***Undergraduate Course Offerings***

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

**CT 060 Introduction to Theatre (Fall/Spring: 3)**  
**Satisfies Fine Arts Core Requirement**

A survey course for primarily non-majors, whose aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form: 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.

*Lorien Corbelletti*

*Christopher Jones*

*Luke Jorgensen*

*Michael Zampelli, S. J.*

*The Department*

**CT 062 Dramatic Structure and Theatrical Process (Fall: 3)**  
**Satisfies Fine Arts Core Requirement**  
**Required for all Theatre majors**

An advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.

*Scott T. Cummings*

**CT 101 Acting I: Introduction (Fall/Spring: 3)**

Students are responsible for learning the actor's basic rehearsal disciplines, such as line memory, improvisation and acting choices. They explore and apply these disciplines during the class-time rehearsal of four or five short scenes. Students are also responsible for learning and executing certain basic voice and movement techniques during the rehearsal.

*John Houchin*

*Luke Jorgensen*

*The Department*

**CT 140 Elements of Theater Production I (Spring: 3)**

*Corequisite:* CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary. All those enrolled in CT 140 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

*Sheppard Barnett*

*Nicholas Mozak*

**CT 141 Elements of Theatre Production II (Fall: 3)**

*Prerequisite:* CT 140 or permission of instructor

This class is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical stage work, students will also learn basic principles and

skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors. All those enrolled in CT 141 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

*Nicholas Mozak*

**CT 145 Theater Production Laboratory I (Fall/Spring: 1)**

*Corequisites:* To be taken in conjunction with CT 140 Elements of Theatre Production or independently. This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production. This is a one-credit course that can be repeated according to departmental procedures.

*Nicholas Mozak*

**CT 150 Theatre Production Laboratory II (Fall/Spring: 2)**

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

*Nicholas Mozak*

**CT 201 Acting II: Characterization (Spring: 3)**

*Prerequisite:* CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101 Acting I. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

*The Department*

**CT 202 Acting Techniques I (Fall: 3)**

This class offers hands-on experience in the basic craft of acting. It is useful to those interested in considering the profession and to those wishing to sharpen their communication and verbal skills. Through voice and movement work, improvisation and group performance exercises designed to free emotional spontaneity and to encourage creativity, students will have the opportunity to explore text and develop confidence in their performance skills.

*The Department*

**CT 205 Elements of Dance (Spring: 3)**

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition and performance.

*Robert Ver Eecke, S. J.*

**CT 210 Intermediate Ballet I (Fall: 3)**

*Prerequisite:* CT 111 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

*Margot Parsons*

**CT 211 Intermediate Ballet II (Spring: 3)**

*Prerequisite:* CT 210 or permission of instructor

A continuation of Intermediate Ballet I (CT 210). 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*

**CT 215 Dance: An Invitation to the Sacred (Fall: 3)**

This course explores the sacred place of the body in prayer and worship in the contemporary experience. It will include a study of the language of movement and dance as it relates to the dynamic movement of religious experience. Biblical stories and psalms will be used as well as the individuals' religious experiences. It will include a study of movement and dance used in ritual and liturgical context as well as in artistic performance. Readings will include works on dance composition and movement improvisation, as well as contemporary studies of sacred and liturgical dance. Although dance experience is not required, it is recommended.

*Robert Ver Eecke, S. J.*

**CT 220 Stage Movement I (Fall: 3)**

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' responses and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

*Pamela Newton*

**CT 238 Marketing the Arts (Spring: 3)**

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, and economics and the arts.

*Howard Enoch*

**CT 246 Scene Painting I (Fall: 3)**

*Prerequisite:* CT 153 or permission of instructor

This course introduces students to basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips.

*Nicholas Mozak*

**CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)**

**This class is recommended to anyone interested in Education, and is designed especially for those who want to work with students pre-K through 12.**

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative

dramatics, socio-dramatic play, improvisation, and story dramatization. Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama. This course is particularly suited for those teaching or preparing to teach in preschool, elementary, middle, and secondary school.

*Luke Jorgensen*

**CT 275 History of Theatre I (Fall: 3)**

This course follows the simultaneous development of the actor, playwright, architect and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political and cultural concerns of each age.

*John Houchin*

*Lorien Corbelletti*

**CT 276 History of Theatre II (Spring: 3)**

This course is a continuation of History of Theatre I. It too follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*John Houchin*

**CT 285 Playwriting I (Fall: 3)**

This is a laboratory course dealing with the basic elements of the playwright's art. Students will learn how to write for the stage, as opposed to the page. They also will study the range and function of a variety of dramatic forms. A fully developed short play will be required.

*Scott T. Cummings*

**CT 300 Acting Techniques II (Spring: 3)**

*Prerequisite:* CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

*The Department*

**CT 301 Acting III (Fall: 3)**

*Prerequisites:* CT 101 and CT 201, as well as some stage experience; permission of the instructor

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

*The Department.*

**CT 320 Stage Movement II (Spring: 3)**

*Prerequisite:* CT 220 or permission of instructor

This course will build on the material introduced in Stage Movement I. The students will use skills in body awareness and observation of physical characteristics to develop more believable characters for the stage. Class sessions will focus on efficient body usage, self texting, and the in-depth study of how personality and state influence movement patterns. Students will learn additional warm-up techniques and will be introduced to a basic vocabulary for movement observation.



*Pamela Newton*

**CT 340 Stage and Media Lighting (Fall: 3)**

The theory of illumination for the arts is explored in its fullest implications. Theater, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned are desirable as background for the course.

*Howard Enoch*

**CT 352 Stage Design I (Spring: 3)**

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

*Nicholas Mozak*

**CT 361 Shakespeare On the Stage (Spring: 3)**

**Cross listed with EN 245**

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.

*Stuart J. Hecht*

**CT 364 American Theatre and Drama (Fall: 3)**

What is the relationship between American theatre and society? How has America's theatrical and dramatic development paralleled its larger cultural development? This course will attempt to trace American theatre and drama from its inception through to the present, from Tyler to Belasco, and from O'Neill to Mamet and beyond. Special emphasis will be placed on how the plays and their productions reflect America's changing social, political, and cultural concerns.

*John H. Houchin*

**CT 370 Classical Greek Drama in Translation (Spring: 3)**

**Cross listed with CL 202**

**Satisfies Literature Core Requirement**

See course description in the Classics department.

*Dia M.L. Philippides*

**CT 430 Directing I (Fall: 3)**

*Prerequisite:* Permission of instructor

A course in the fundamentals of script analysis, staging and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

*Stuart J. Hecht*

**CT 431 Directing II (Spring: 3)**

*Prerequisite:* Permission of instructor

This course is built upon the foundations of skills and knowledge developed in Directing I. Students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

**CT 432 Directing Lab I (Fall: 3)**

*Corequisite:* CT 430

To be taken in conjunction with CT 430 Directing I. This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

*Stuart J. Hecht*

**CT 433 Directing Lab II (Spring: 3)**

*Corequisite:* CT 431

To be taken in conjunction with CT 431 Directing II. This course is a continuation of CT 432 and functions in much the same way though now in relation to the material covered in Directing II.

*Stuart J. Hecht*

**CT 450 Teaching Assistantship (Fall/Spring: 2)**

*Prerequisites:* Senior standing, 12 credit hours in Theatre, and permission of the instructor

This two-credit laboratory course is intended to provide undergraduate theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant. (This lab class may not be used toward the six lab credits required for the major.)

*The Department*

**CT 530 Theatre Practicum in Directing (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a Senior project in which a limited number of students direct a Departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

*Stuart J. Hecht*

**CT 540 Theatre Practicum in Design (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year.

Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories. Students will initially submit a written proposal outlining the intent of the practicum project and will document the design work throughout the process. Evaluation will be made in the form of a faculty discussion and critique of both process and product.

*Nicholas Mozak*

**CT 550 Honors Project in Theatre (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

A year-long project open only to senior theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

*Stuart J. Hecht*

**CT 598 Readings and Research in Theatre (Fall/Spring: 3)**

*Prerequisite:* Senior standing and 12 credit hours in theatre; permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

*John Houchin*

*Stuart J. Hecht*

*Nicholas Mozak*

*Scott T. Cummings*

**Theology**

**Faculty**

**Stephen F. Brown**, *Professor*; A.B., St. Bonaventure University;

A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

**Michael Buckley, S.J.**, *Canisius Professor*; B.A., M.A., Gonzaga University; Ph.L., Mt. St. Michael's; S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago

**Lisa Sowle Cahill**, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

**Francis X. Clooney, S.J.**, *Professor*; A.B., Fordham University;

M.Div., Weston School of Theology; Ph.D., University of Chicago

**Robert Daly, S.J.**, *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Donald J. Dietrich**, *Professor*; Chairperson of the Department; B.S., Canisius College; M.A., Ph.D., University of Minnesota

**Harvey Egan, S.J.**, *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Thomas H. Groome**, *Professor*; A.B., St. Patrick's College, Ireland;

A.M., Fordham University; Ed.D., Columbia Teachers College

**E. Michael Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

**David Hollenbach, S.J.**, *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

**Philip J. King**, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Matthew L. Lamb**, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

**William W. Meissner, S.J.**, *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

**John Paris, S.J.**, *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

**PHEME PERKINS**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Anthony Saldarini**, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

**Francis A. Sullivan, S.J.**, *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

**John A. Darr**, *Associate Professor and Assistant Chairperson and Director of Graduate Studies*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Katherine J. Gill**, *Associate Professor*; A.B., Mount Holyoke College; M.A., Harvard Divinity School; Ph.D., Princeton University

**Charles C. Hefling**, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

**Robert P. Imbelli**, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

**Frederick Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**Claire Lowery**, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

**John Makransky**, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

**Stephen J. Pope**, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Louis P. Roy, O.P.**, *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**Thomas E. Wangler**, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Qamar-ul Huda**, *Assistant Professor*; B.A., Colgate University; M.A., Ph.D., University of California, Los Angeles

**Ruth Langer**, *Assistant Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

**Bruce Morrill, S.J.**, *Assistant Professor*; B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

**Jane Regan**, *Assistant Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

**David Vanderhoft**, *Assistant Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**Colleen Griffith**, *Adjunct Assistant Professor*; B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University

**Andover Newton Theological School**

**Mark S. Burrows**

**Charles E. Carlston**

**William Everett**

**Gabriel Fackre**

**Carole R. Fontaine**

**Brita Gill-Austern**

**Meredith B. Handspicker**

**Mark S. Heim**

**William L. Holladay**

**Robin M. Jensen**

**Eddie S. O'Neal**

**Robert W. Pazmino**

**George H. Sinclair**

Samuel Solivan  
 J. Earl Thompson  
 Sze-kar Wan  
 Francine J. Cardman  
 Katherine M. Clarke  
 Richard J. Clifford  
 Janice S. Farnham  
 Peter E. Fink  
 Margaret Eletta Guider  
 Roger D. Haight  
 Daniel J. Harrington  
 Thomas A. Kane  
 James F. Keenan  
 John S. Kselman  
 Stanley B. Marrow  
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 John Randall Sachs  
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Departmental Notes

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- Graduate Programs Assistant: Claudette Picklesimer, 617-552-4602, claudette.picklesimer@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/theo/](http://www.bc.edu/bc_org/avp/cas/theo/)

**Undergraduate Program Description**

The Undergraduate Program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of theology majors.

**Course Offerings**

The Department distinguishes five levels of course offerings:

- (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 professional

(5) Graduate—offered exclusively for professionally academic theological formation

**Core Options**

*Two-semester sequence.* Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Introduction to Catholicism I and II
- TH 161-162 The Religious Quest I and II

*Twelve-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture, and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

**Major Requirements**

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either *The Biblical Heritage* or *The Religious Quest*. These year-long Core sequences count as two courses each.
- Either *Introduction to Christian Theology* or *Introduction to Catholicism, Perspectives, Pulse*, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the Junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the School of Education can also major in theology. Theology majors can concentrate in education in the School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

**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

#### Theology Majors

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses from within and outside the department. Programs are designed in consultation with the Director of Undergraduate Studies. Theology majors begin with one of the Theology Core offerings.

#### Core Program

The Theology Core may be fulfilled by (1) selecting either one two-course sequence from those listed below; or (2) one twelve-credit sequence. PL 090-091 (TH 090-091) Perspectives on Western Culture or PL 088-089 (TH 088-089) Person and Social Responsibility will satisfy both the Theology and Philosophy requirements.

Note: Theology Core courses are two-semester sequences. You must take both semesters of the same course to receive Core credit (e.g., Biblical Heritage I and II).

#### 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 will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for regular theology majors, except that all five of their electives in the major must be upper-level courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the usual comprehensive examinations.

Interested undergraduate theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

#### Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar

and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

#### Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

#### Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

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

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

#### M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits, either on a full-time or part-time basis, for the degree. One course each in the areas of Ethics, Bible and History is required, plus a two-semester, six-credit survey course in the area of Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the student identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

#### M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teach-

ing, preaching or ministry, and for those anticipating further study in the Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics, or application of the Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write a M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the Graduate Schools of Education and Social Work in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. (See Institute of Religious Education and Pastoral Ministry)

#### **Ph.D. Program in Theology**

The Program is designed and administered by an ecumenical joint faculty drawn from the Department faculty and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling in the church, the academy, and society. It is confessional in nature, and envisions theology as "faith seeking understanding." Accordingly, the Program aims at nourishing a community of faith, scholarly conversation, research and teaching which is centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The Program, therefore, very much belongs to a joint graduate faculty drawn from the three schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other theological positions and with contemporary cultures.

The Program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions, and probe critically the foundations of various theological positions. Students are

expected to master the tools and techniques of research, and so to organize and to integrate their knowledge in order to make an original contribution to theological discussion. Since the Program has faculty members who are expert in the Hindu, Buddhist and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

Students admitted to the Ph.D. Program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, biblical studies, or philosophy, or a bachelor's program with a strong background in religion, theology, and/or philosophy.

#### **Areas of Specialization**

Areas of Specialization are currently the following: Biblical Studies, History of Christian Life and Thought, Systematic Theology, and Theological Ethics.

**Biblical Studies** focuses on the canonical books of the Bible both within their historical and cultural worlds and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament in Hebrew, Aramaic and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The Comprehensive Exams will cover the whole Bible with emphasis on either the Old or New Testament and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical studies.

The **History of Christian Life and Thought** examines how over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying how these various forms of Christian Life and Thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education and institutional church history, as well as focus on individual authors of the past, the current faculty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity, and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French, unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may be required depending on the student's dissertation topic. Thus, Greek, Latin and Hebrew may well be required for students working in the early Christian and/or medieval period.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

For all the Areas, at least two language examinations are required. These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Areas may require more than the minimum of two languages.

A **Minor in Biblical Studies** is also offered, with a specialization in either the Old Testament or the New Testament. The student is to become familiar with various approaches to the study of the Bible, e.g., Biblical theology, archaeology and the history of Biblical times, the history of interpretation and the literary interpretation of the Bible. The student is to demonstrate competence in the original language pertinent to his or her specialization (Old Testament: Hebrew; New Testament: Greek).

The **Minor in Comparative Theology** is designed to prepare students for careful reflection on non-Christian religions in their particularity, and on their significance for Christian theology. Students who choose this minor are expected to acquire a significant understanding of both a major non-Christian religion and a critical method used to study such religions (e.g., philosophy of religion, comparative religion, history of religions).

#### Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

#### Institute of Medieval Philosophy and Theology

In conjunction with the Ph.D. Program in Theological Studies, the Department is also linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology.

The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

#### Undergraduate Course Offerings

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

#### TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)

**You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. 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 first semester will cover books and traditions found in the Hebrew Bible that originated through the exilic period (587-538 B.C.). The second semester will cover post-exilic books from the Hebrew Bible, the Deuterocanonical Books and the New Testament. Stress will be put on the historical development and inter-textual relationships of these books.

*John Darr*

*Martha Morrison*

*Anthony Saldarini*

*David Vanderhooff*

*The Department*

#### TH 016-017 Introduction to Christian Theology I and II (Fall/Spring: 3)

**You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit.**

**The sections taught by Professors O'Donohoe and Devettere are open to School of Nursing and Pre-Medical students only.**

**Note: If you have taken TH 060 Introduction to Christian Theology you may not take either TH 016 or TH 017**

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 studies in the Faith, Peace, and Justice Program will find this course of special interest.

*Lisa Cabill*

*Raymond Devettere*

*Michael Himes*

*Fred Lawrence*

*James O'Donohoe*

*The Department*

**TH 023-024 Introduction to Catholicism I and II**  
(Fall/Spring: 3)

You must take both sections of Introduction to Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions.

This two-semester sequence is organized around six core theological themes: the person, God, and Jesus Christ (first semester); the church, worship and sacraments, and Christian Living, including ethics and spirituality (second semester). The approach is thoroughly Christian and ecumenical, but attention is focused on a Catholic perspective.

*Harvey Egan, S.J.*

*Robert Imbelli*

*Bruce Morrill, S.J.*

*Joseph Nolan*

*Jane Regan*

*Thomas Wangler*

*The Department*

**TH 037-038 Introduction to Hebrew I and II** (Fall/Spring: 3)  
Cross listed with SL 037-038

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. This course continues in second semester as TH 038 (SL 038).

*Zéhava Carpenter*

**TH 072 Sacraments and Ministry** (Spring: 3)

The course will cover three principal areas: (1) the variety of forms of church order found in New Testament and early Patristic writings; (2) the necessity of preserving adherence to church order, particularly so that the Church can carry out its mission as historical community of faith; (3) criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church.

*Raymond G. Helmick, S.J.*

**TH 088-089 Person and Social Responsibility** (Fall/Spring: 6)  
Corequisite: PL 088-089

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins.

*The Department*

**TH 090-091 Perspectives on Western Culture I and II**  
(Fall/Spring: 6)

Corequisites: PL 090-PL 091

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce the students into their philosophical and religious heritage through a study of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This course is designed primarily for freshmen.

*Members of the Theology and Philosophy Departments*

**TH 107 Religion in Africa** (Fall: 3)

Cross listed with BK 120

The course is designed to introduce the variety of African religious experience within the context of world religions. The significance and contents of Africism as the African autochthonal religion, will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: religions originating in the Middle Eastern, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

*Aloysius M. Lugira*

**TH 108 Christianity in Africa** (Spring: 3)

Cross listed with BK 121

This course is intended to give a historically interdisciplinary bird's-eye view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

*Aloysius M. Lugira*

**TH 160 The Challenge of Justice** (Fall/Spring: 3)

Cross listed with UN 160

**This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome. The course also fulfills one of the Core requirements for Philosophy.**

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

*Matthew Mullane*

**TH 161-162 The Religious Quest: Comparative Perspectives I and II** (Fall/Spring: 3)

You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions.

This two-semester sequence is an inquiry into various dimensions of the religious quest—that individual and communal seeking for ultimate meaning, values and transformation that has been organized according to the life-ways of the great religious traditions of the world. Each instructor of a Religious Quest section focuses upon at least two different living or historical religious traditions to compare and to bring them into conversation with one another. Among the themes that may be taken up in the course of the year: the relationship of faith and belief; the roles of symbol, myth, ritual and doctrine in religious living; the significance of holy men and women in the various traditions; religious themes in biography, autobiography and literature; the challenges of inter-religious dialogue and pluralism.

*Francis X. Clooney, S.J.*  
*Qamar-Ul Huda*  
*Ruth Langer*  
*Aloysius Lugira*  
*John Makransky*  
*H. John McDargh*  
*Margaret Schatkin*

**TH 206 Relationships: A Way to Know God (Fall: 3)**

The search for intimacy is a major developmental task of young adulthood, indeed of all life. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know? A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, lovers, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

*Joseph Marchese*

**TH 224 Law and Bioethics (Fall: 3)**

**This course is equivalent to TH 298 Law, Medicine and Ethics.**

This course is an analysis of the legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms on reproduction on proposals for health care reform. The student is expected to provide a principled rationale for the position. That rationale is then subject to analysis and critique by other members of the class. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it, if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used.

*John J. Paris, S.J.*

**TH 261 Spirituality and Sexuality (Spring: 3)**

**An elective course limited to senior and juniors who have already completed their theology core requirement.**

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh*

**TH 280 Principles of Conflict Resolution (Fall: 3)**

The course will be based on a number of analytical principles that the lecturer has developed through practical work in a variety of international and communal conflicts, particularly in Northern Ireland, in Lebanon and in the Arab-Israeli conflict. Negotiation techniques will be emphasized and practiced in simulation sessions. The greater emphasis will be given to the psychological blockages, ambivalence, stereotyping and other factors that prevent people in conflict from negotiating their differences, and practical ways of breaking through these obstacles.

*Raymond G. Helmick, S.J.*

**TH 284 Introduction to Catholic Ethics (Fall: 3)**

This course is designed to provide the college student with an overview of the elements essential for a basic understanding of Christian morality as articulated within the Roman Catholic tradition. It will focus attention on elements essential to personal moral development for life in a real world.

*James O'Donohoe*

**TH 298 Law, Medicine and Ethics (Fall: 3)**

**This course is equivalent to TH 224 Law and Bioethics**

See course description under TH 224.

*John J. Paris, S.J.*

**TH 323 The Northern Ireland Conflict (Fall: 3)**

The Northern Ireland conflict has been stagnating for many years, and contrasts strongly with other, more volatile, conflicts in this respect. The course will examine this distinctive feature, brought about by extraordinary levels of denial by the participants, as well as the psychological dynamic of the conflict, its economic, social and political bases in history and contemporary consciousness. Topics will include the security problems, political options, legal system, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public perceptions in Britain and the Republic of Ireland, and the peculiar quiescence of U.S. policy and Irish-American opinion. Comparisons will be made with other conflicts of an analogous communal type, as in the Middle East and Cyprus, and such as have come to the forefront in recent years in the former Yugoslavia and what was the Soviet Union.

*Raymond G. Helmick, S.J.*

**TH 325 Lebanon: Focal Point of Conflict (Spring: 3)**

The course will examine the now all but suppressed conflict in Lebanon, rendered quiet these last few years more by the military control of neighboring Syria than by actual resolution of the conflict between the communities. We will look at the balance of confessional and social forces, the civil war breakdowns of 1958 and 1975-76, the continuing crisis through the Israeli invasions of 1978 and 1982, the interlude of American intervention and the establishment of Syrian control, the bitter resistance under General Aoun, the Taif Accord and its aftermath to the present. Lebanon's conflict will be located within the broader crisis of the Middle East.

*Raymond G. Helmick, S.J.*

**TH 327 Perspectives on War, Aggression and Conflict Resolution I (Fall: 3)**

**Cross listed with PL 259/SC 250**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.

*Rein A. Uritam*

**TH 330 Theology Majors' Seminar (Fall/Spring: 3)**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and may be taken by senior or junior majors. Sufficiently advanced students are urged to take the seminar in junior year.

Majors only.

*Michael Himes*

*Stephen Pope*



**TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)**  
Cross listed with UN 163*Richard Nielsen***TH 349 Finding God: Jewish and Christian Responses (Fall: 3)**

Beyond the dogmatic requirement of divine unity, Jewish theology has allowed great freedom to those seeking to find and understand God. This introductory course will survey various theological viewpoints about God, from the biblical period to the present time, covering such responses as theism, mysticism, religious naturalism, and religious humanism. Students will compare these Jewish responses with those of Christianity and/or their own religious heritages.

*Rabbi Rifat Sonsin***TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)**

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

*Rev. Anthony Penna***TH 361 Praying Our Stories (Spring: 3)**

This experience will explore how God is discovered in our everyday experiences, and how our own stories—and the stories of others—become the means by which God is revealed in the world. We will look closely at the following questions: How do my own experiences speak to me about what God is doing in my life? How has my faith been shaped by the stories of others? How and why did Jesus use stories? And what role has storytelling played in the history of the Christian Church?

*Daniel Ponsett***TH 369 The Spiritual Journey (Spring: 3)**

The course will explore various approaches to the spiritual journey through readings and discussion including fiction, non-fiction, biography, and spirituality. A diverse and multicultural approach will be taken ranging from writings by and about the lives of Christian saints, contemporary spiritual writers and through fiction by a Native American, a Salvadoran, and an Asian American. Such readings will serve as the springboard for discussion and inquiry on the spiritual life.

*Paula Norbert***TH 410 One Life, Many Lives (Spring: 3)**

Cross listed with UN 500

See course description in the University Courses section.

*James Weiss***TH 413 Lives in Progress (Spring: 3)**

Cross listed with UN 511

See course description in the University Courses section.

*Joseph Marchese****Undergraduate and Graduate Course Offerings*****TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such

employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.***TH 352 Two Peoples, Three Faiths: Religions and Ethnicity in the Middle Eastern Conflict (Fall: 3)**

The parties to the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain, difficult also to withdraw, and has figured massively in the turbulent events in the region since that time. This course will examine, in the whole history of the conflict, those elements both of ethnicity and of faith that have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to a healing the conflict.

*Raymond Helmick, S.J.***TH 358 Johannine Community (Spring: 3)**

This course focuses on the emergence and development of Johannine Christianity in the traditions of the Fourth Gospel and the Johannine Epistles. Attention is given to the narrative and literary features of the gospel as well as to historical-critical exegesis. Each class session will include analysis of a section of the gospel from three perspectives: (1) historical-critical: sources, traditions, redaction in the text and comparison between John and other writings from the same period; (2) literary: the peculiar Johannine use of language, symbol and metaphor; narrative strategies; (3) theological: particular emphasis on the Christology of the gospel and its view of Christianity's relationship to its Jewish heritage. Proposals for reconstructing the history of the Johannine community will also be discussed.

*Pheme Perkins***TH 365 New Testament Ethics (Fall: 3)**

A survey of the ethical traditions in the New Testament with attention to the forms of ethical exhortation, its social context, modes of argument and literary setting within a particular book. The relationship between theology and ethics within the New Testament as well as the relationship between Christian ethics and the wider culture will be discussed. A section of the course will be devoted to exegesis of the Sermon on the Mount. Thematic topics in Christian ethics will also be treated such as: Christianity and culture; violence and the love command; Christian obligations to the marginalized; sexuality, marriage and family in early Christianity; Christians and the social order; religious conversion and ethical transformation.

*Pheme Perkins***TH 367 New Testament and Judaism (Spring: 3)**

Early Christianity and first-century Judaism shared a common historical and literary world. Select Jewish and New Testament writings will be examined for their common elements and divergent thrusts. The development of these traditions during their formative period and their characteristic ways of life and responses to the Greco-Roman world will be related to the contemporary relationship of Christianity and Judaism.

*Anthony J. Saldarini***TH 407 Prophets, Visionaries and the Apocalypse in Biblical Israel (Spring: 3)**

*Prerequisites:* Biblical Heritage I, Introduction to the Old Testament/Hebrew Bible or equivalent. Reading knowledge of Hebrew welcome but not required.

**Formerly titled TH 793 Prophecy in Ancient Israel**

An in-depth introduction to prophecy in ancient Israel with attention to the origins and development of the institution, the role of the prophet in society, and the diverse messages of Isaiah, Jeremiah, Ezekiel, and the Book of the Twelve. Students are introduced to modern exegetical methods in reading prophetic literature.

*David Vanderhooff*

**TH 425 Seminar: Greek Patrology (Fall: 3)**

*Prerequisites:* At least one year of ancient Greek, Koine or classical  
**Cross listed with CL 323**

**Permission of instructor required**

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. Topic: patristic commentaries on Job, with special emphasis on Didymus Alexandrinus. Includes a study of the Septuagint text of Job.

*Margaret Schatkin*

**TH 440 A Religious History of American Catholicism (Fall: 3)**

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, heroic lifestyles, and ethics.

*Thomas E. Wangler*

**TH 455 God and Society (Spring: 3)**

From the Reformation to the present, this course will study how the historical context of societies has shaped the theological image of God and has defined our theological methodology. Such figures as Luther, Pascal, Schleiermacher, Barth and John Courtney Murray will be studied.

*Donald J. Dietrich*

**TH 459 Spirituality and Narrative (Spring: 3)**

Using the work of the theologian John Dunne as the foundation, this course will focus on four elements in spiritual narrative: the recovery of memory, the dialogue with God, the critique of culture, and the transformation of imagination.

*Howard Gray, S.J.*

**TH 474 Jews and Christians: Understanding the Other (Fall: 3)**

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. This course is an exercise in interreligious learning, sponsored by the Boston College's Center for the Study of the Jewish and Christian Relationship.

*Ruth Langer*

*Philip Cunningham*

**TH 475 Educating Toward the Other: Jewish and Christian Perspectives (Spring: 3)**

This course will explore the unique issues that arise when Christians and Jews, in the process of educating in the particularities of their own religious traditions, also convey attitudes toward the "other" who is outside their community of faith. This is especially crucial for Christians who inevitably teach about Judaism when

engaging in Christian religious education, in worship, and in doctrinal formulation. Jewish approaches to difference will also be considered in various contexts: religious, intellectual, cultural or psychological. The philosophical, spiritual, historical, and existential directions encountered will be engaged in relation to their possible educational, pastoral, ritual, and political implications

*Philip Cunningham*

*Steven Copeland*

**TH 482 Hitler, the Churches and the Holocaust (Fall: 3)**

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

*Donald Dietrich*

**TH 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)**

Christians and Jews, living together, have never ignored one another. Only in our times have these encounters begun to include positive affirmations of the other. To provide the student with a background for the contemporary situation, this course will explore various theological facets of this encounter, from the diatribes of earliest Christianity through the medieval disputations, concluding with the contemporary dialogue. Readings will be drawn from Jewish and Christian primary sources in translation. This course is an exercise in interreligious learning, sponsored by the Boston College's Center for the Study of the Jewish and Christian Relationship.

*Ruth Langer*

*Robin Jensen*

**TH 489 Liberation Theology (Fall: 3)**

This course will examine the Latin American liberation theology movement, its historical development, principal theological themes, and implications for North American Christianity.

*Roberto S. Goizueta*

**TH 493 Introduction to Islam (Fall: 3)**

This course is a general introduction to the Islamic tradition with an emphasis on the first five centuries (600-1100) of Islam. It first concentrates on Islam's formative period with the Prophet Muhammad's mission and the Qur'an. Afterwards, we move forward to the development of Islamic theology, doctrines, beliefs, practices, and the diversity of faith. This course aims to acquaint students with the major theological concepts in the Islamic tradition, such as oneness of God, Prophethood and revelation, resurrection, eschatology, worship, community, and spiritual authority.

*Qamar-ul Huda*

**TH 495 Foundations of Catholic Ethics (Spring: 3)**

This course is especially designed for students at the IREPM who participate in the M.A.-M.S.W. dual degree program. It will examine the nature and historical development of Moral Theology and will attempt an in-depth consideration of such issues as the moral agent, objective moral norms, the nature and formation of personal conscience, traditional and contemporary understandings of sin as a religious concept as well as an examination of the "ethics of character."

*James O'Donohoe*

**TH 502 Questioning God in the Old Testament (Fall: 3)**

In the Old Testament, despite God's love, wisdom and powerful defense and care for Israel, humans still suffer physically and mentally and experience injustice, inequity and despair. Thus, the Biblical authors implicitly and explicitly question God by complain-

ing about the treatment of humans and about the human condition, by doubting the presumption of God's justice and benevolence and by struggling to correct or cope with the evils of the world. This course will examine a number of Biblical texts and their influence on later Christian and Jewish discussions of these problems

*Anthony J. Saldarin*

**TH 503 On the Incarnation (Fall: 3)**

*Prerequisites:* Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, political theology.

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary exigences. It will raise the question of the Incarnation in light of soteriology, and thus to some extent presupposes TH 511 On the Redemption, but may be taken separately.

*Charles C. Helfing, Jr.*

**TH 505 Mahayana Buddhist Philosophy (Fall: 3)**

For graduate students and advanced undergraduates.

Undergraduates admitted only by permission of the professor.

Major schools and themes of Mahayana Buddhist philosophy: Madhyamaka and Yogacara ontologies and epistemologies, perspectives on Buddha nature, bodhisattva path models, yogic gnoseologies, models of Buddhahood and its salvific activity. Connections between diverse practices, scriptural themes and philosophical-doctrinal developments. Readings from primary sources in translation (Indian, Tibetan, East Asian) and secondary sources.

*John J. Makransky*

**TH 506 Tibetan Buddhist Traditions (Spring: 3)**

For graduate students and advanced undergraduates.

Undergraduates admitted only by permission of the professor.

This term we focus on the most ancient tradition of Tibetan Buddhism: Nyingma, exploring historical-cultural developments, then religious themes in texts composed by ancient and contemporary lamas. We study a selection from the following: systematic treatises of Buddhist philosophy and soteriology, sacred biographies, revelatory texts (gTerma), manuals of ethical transformation (bLo sbyong), dying, dreaming, and visionary practices, spiritual songs and poems. Special attention to the ways tantrism informs each genre.

*John J. Makransky*

**TH 509 Allah, the Prophet and Islamic Ethics (Spring: 3)**

This course studies the ways in which Muslims identified, debated, justified, and determined what were the moral codes would be for the community and individual. Through the examination of the Qur'an, Hadith, and Seerah sacred texts, and major classical and modern scholarly literature, it aims to analyze perennial issues in Islamic ethics by investigating the relationships between sacred texts and moral reasoning.

*Qamar-ul Huda*

**TH 516 Fundamental Theology (Fall: 3)**

Fundamental theology—with its traditional divisions of faith, revelation, and Church—studies the basic anthropological, philosophical, biblical, and historical foundations of theology. It is the place where theology's religious, intellectual, and cultural presuppositions are mapped out and where students can gain an understanding of where Catholic theology has come from and of what is at stake as it moves toward its future.

*Robert J. Daly, S.J.*

**TH 526 Medieval Theology II (Fall: 3)**

A study of medieval theologians and theological themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns

Scotus, Peter Aureoli, William of Ockham, Thomas Bradwardine, Gregory of Rimini, and Gabriel Biel. The themes dealt with will be union of natures in Christ, man's knowledge of God, eternity of the world, man's freedom, divine foreknowledge, divine will and power, pelagianism, and grace and merit.

*Stephen F. Brown*

**TH 527 Wisdom from the East: India's Upanisads (Spring: 3)**

Cross listed with PL 537

The *Upanisads*, famous religious and philosophical texts from the ancient and medieval India, record the speculations of seers and sages about the ultimate meaning of life and the pathway of total liberation. Rooted in older traditions, still they test bold new ideas about the world, the self and the highest truth. This introductory course focuses on some of the most famous *Upanisads*, their context and meanings, their interpretation by great Hindu thinkers, and their significance for us today.

*Francis X. Clooney, S.J.*

**TH 561 Christian Ethics and Social Issues (Fall: 3)**

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, church-state relationships, economic justice, international human rights, war and peace; the role of Christians and of the church in the political sphere.

*David Hollenbach*

**TH 581 Contemporary Spirituality (Spring: 3)**

The term "spirituality" summarizes the longing of the human spirit to reach its own depths and to find and be found by God. How do age old traditions and current innovations come together in the spiritual quest today? We survey Catholic and Protestant writers of the past half-century like Thomas Merton, Dietrich Bonhoeffer, prophets of social justice, and teachers of prayer. We also look at the profound redirection of spirituality thanks to movements of/for women, social justice, ecology, and world religions.

*James Weiss*

**Graduate Course Offerings**

**TH 430 The Psychology of Religious Development (Fall: 3)**

Cross listed with ED 439

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*H. John McDargh*

**TH 480 Introduction to Ecclesiology (Spring: 3)**

The course provides an introductory survey of issues in the field of ecclesiology through a reading of classic texts in the field. The careful reading and discussion of these texts is central to the course. We begin with texts which, while not themselves specifically ecclesiological, become loci communes once the field developed. We then turn to the study of ecclesiology proper, i.e., ecclesiology as a field within systematic or doctrinal theology.

*Michael J. Himes*

**TH 490 Religious Experience and Revelation (Fall: 3)**

The goal of this course is to compare views of faith found in the Bible, Buddhism, patristic writers, modern thinkers, Newman and mostly Aquinas. Is a stress on religious experience compatible with total respect for the objective truth of Christian revelation? What is the interaction between the affective and intellectual aspects of faith?

*Louis Roy, O.P.*

**TH 510 On the Trinity (Spring: 3)**

The goal of this course is to compare views of faith found in the Bible, Buddhism, patristic writers, modern thinkers, Newman, and

mostly Aquinas. Is a stress on religious experience compatible with total respect for objective truth? What is the interaction between the affective and intellectual aspects of faith?

*Frederick Lawrence*

**TH 530 Field Education and Supervised Practicum in Pastoral Ministry (Fall/Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Michael J. Corso*

*Rosemary Brennan, CSJ*

**TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Melissa Kelley*

**TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Claire E. Lowery*

**TH 543 Evaluation and Interpretation of Documents of the Magisterium (Fall: 3)**

A Catholic theologian must not only be able to distinguish the literary genres in the Bible, and know how to interpret biblical texts, he or she must also be able to evaluate the various kinds of documents issued by the magisterium, and know how to interpret them. This course will acquaint the student with guidelines for evaluating and interpreting documents of the magisterium.

*F.A. Sullivan, S.J.*

**TH 574 Reintegrating Theology and Spirituality (Fall: 3)**

A seminar to investigate contemporary efforts to overcome the separation between systematic theology and spirituality. Authors to be read include von Balthasar, Louis Dupre, Mark McIntosh and Sebastian Moore. Special attention will be paid to their understanding of human experience and its transformation in Christ.

*Robert Imbelli*

**TH 593 Fostering Faith Across the Life Cycle (Spring: 3)**

Cross listed with ED 673

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**TH 600 Leadership and the Practice of Ministry (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Ann F. Morgan*

**TH 605 Theology and Pastoral Practice: Integrative Colloquium (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Claire E. Lowery*

**TH 639 Leadership in Ministry Seminar Series (Fall/Spring: 1)**

**IREPM Course**

**Pass/Fail Only**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Michael J. Corso*

**TH 644 Foundations of Theology (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 667 Christian Moral Formation (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Harold Horell*

**TH 679 Athens and Jerusalem and Rome (Fall: 3)**

This course explores the meaning of Catholicism starting from Jerusalem, encountering Athens, and centering its universal mission in Rome. We will focus on the theme of faith and reason in relation to the secondary character of Rome to Athens, and of Christianity to Israel. We will begin from Johann Baptist Metz's theses about a transition to a polycentric church and Joseph A. Komonchak's hypothesis concerning the modern construction of Roman Catholicism, and work backwards.

*Frederick Lawrence*

**TH 680 Postmodern Foundations (Spring: 3)**

The oxymoronic nature of this title indicates the issues on which we will focus. While much in the deconstructionist and genealogical critiques of "foundationalism" is valid, Christian theology still needs foundations. What are the philosophical and theological foundations that do justice to correct postmodern concerns?

*Frederick Lawrence*

**TH 683 Seminar in Pastoral Theology (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 690 Media Literacy and Religious Education (Fall: 3)**

**IREPM Online Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Mary Hess*

**TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Michael St. Clair*

**TH 708 Ministry to the Troubled Personality (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Michael St. Clair*

**TH 717 Education of Christians: Past, Present, and Future (Spring: 3)**

Cross listed with ED 635

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)**

IREPM Course, Meets September-May, six times per semester. Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

*The Department*

**TH 731 Research and Writing For Pastoral Theology (Fall/Spring: 1)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*The Department*

**TH 739 Christology (Fall: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Paul Ritt*

**TH 762 Christian Ethics: Major Figures (Fall: 3)**

A framework to place major positions in Christian ethics in relation to theological foundations (e.g., use of Scripture, faith and reason, nature of sin, the Christian life, the Christian and society). Just war, gender and marriage will be compared in applied ethics. Readings will include Augustine, Aquinas, Luther, Calvin, Menno Simons, Jonathan Edwards.

*Lisa Cahill*

**TH 766 Theology of Christian Initiation (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Bruce T. Morrill*

**TH 785 Theology, Spirituality and the Body (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 790 Formative Resources for a Contemporary Spirituality I: Historical Sources (Fall: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 791 Formative Resources for a Contemporary Spirituality II: Contemporary Sources (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 795 Introduction to Catholic Systematic Theology I (Fall: 3) Formerly TH 856 Systematic Theology II**

The aim of the seminar is to introduce us to the three major transpositions constituting Catholic Systematic Theology. Typically, each of these transpositions are spread over centuries. Hence, this can be no more than an introduction. There is the transposition from Biblical to Doctrinal theology operative in the works of Athanasius and Augustine. There is the transposition from Doctrinal to Systematic theology present in the works of Anselm and Aquinas. Finally, there is the transposition from Systematic to

Historical theology in the works of Bernard Lonergan and Karl Rahner. This Seminar will study the works of Athanasius, Augustine, Aquinas, and Bernard Lonergan.

*Matthew L. Lamb*

**TH 796 Catholic Systematic Theology II (Spring: 3)**

**TH 795 Systematic Theology is not a prerequisite to this course.**

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and to the totality of the Christian faith, ordering principles, and the like. The second semester of this two-semester graduate course will focus on Rahner's overall synthesis.

*Matthew L. Lamb*

**TH 805 History and Theology of the New Testament Canon (Fall: 3)**

The canon of the New Testament in its historical development and its theological interpretation. Topics treated are the following: the canon of the Old Testament; the Septuagint; dating the New Testament books; the apocryphal New Testament books; the authority for truth in the Apostolic Fathers and in the Apologists; Marcion and the four-fold gospel; the collection of Pauline letters; Montanism; the Muratorian Fragment; Irenaeus and the Rule of Faith; later canon lists; the theological meaning of the canon in Catholic and Protestant authors of the twentieth century.

*Joseph T. Lienhard, S.J.*

**TH 806 Clement, Origen, and the Alexandrian Tradition (Spring: 3)**

Consideration of the Alexandrian tradition in Christian theology; city of Alexandria and its intellectual traditions, in philosophy and in Judaism; reading of some works by Clement of Alexandria; extensive reading of Origen's works and a consideration of his theology. In the final part of the course, the theology of Athanasius, Didymus the Blind, and Cyril of Alexandria will be considered.

*Joseph T. Lienhard, S.J.*

**TH 808 Theology and the Twilight of Belief (Fall: 3)**

Over the past two years, this doctoral seminar has explored the character and theological significance of the rising atheism of the nineteenth century. In this third and final section, the seminar moves its considerations from the classic atheists of mid-century to those of the end of the century and to the lines of science by which atheism thought itself sustained or the effects within modernity by which it was assimilated. The seminar will devote attention to the pertinent works of such thinkers as Freud, Darwin, Durkheim,

Adams, and Oscar Wilde. Attendance at previous sections of this seminar not required.

*Michael J. Buckley, S.J.*

*Michael Himes*

**TH 810 Christian Ethics: Fundamental Questions (Spring: 3)**

This course considers issues in Christian theological ethics. Among these are communitarian ethics, shared moral values and cross-cultural argument; the character of moral reasoning as practical, contextual, and engaged with the emotions; and the nature and extent of human evil or sin.

*Lisa Soule Cabil*

**TH 811 Theology and Culture (Spring: 3)**

This course will examine the relationship between the theological enterprise and its cultural context, especially as that relationship is manifested in (post) modern theologies, African-American theologies, and U.S. Hispanic/Latino theologies.

*Roberto S. Goizueta*

**TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

Cross listed with ED 539

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas H. Groome*

**TH 820 A Spirituality of Discernment: The Action and Practice of the Imagination (Year II) (Fall: 1)**

IREPM Course, Meets September-May, six times per semester. Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Institute Faculty*

**TH 822 Christ and Krishna: An Experiment in Comparative Theology (Fall: 3)**

*Prerequisites:* Some familiarity with Christology and/or Hinduism is desirable, but there are no prerequisites.

This course will meet at the Weston Jesuit School of Theology.

This course explores the Christian understanding of faith in Christ in two related ways: first, by examining themes and insights in contemporary Christology, particularly as exemplified in the recent writings of Roger Haight, and second by comparing these, in one extended example, with materials from Hindu traditions focused on Visnu/Krishna as God. This exploration will generally illuminate and test Haight's Christological perspective; in particular it will explore Christologies compare and contrast with theologies focused on Visnu/Krishna, how various Christological perspectives aid us in understanding other religions' theological and soteriological traditions, and how varying Christological perspectives affect the Christian assessment of the Visnu-Krishna traditions. Readings include contemporary writings in Christology by Haight and others, and primary (Sanskrit and vernacular) Hindu sources in translation.

*Francis X. Clooney, S.J.*

*Roger Haight, S.J.*

**TH 826 Introduction to the Old Testament/Hebrew Bible (Spring: 3)**

A survey of the Hebrew Bible/Old Testament in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Students are introduced to methods and results of modern critical biblical scholarship, but attention is also paid to the traditions of biblical interpretation in Judaism and Christianity.

*Michael Coogan*

**TH 827 Introduction to the New Testament (Fall: 3)**

A survey of the New Testament writings in their historical contexts, with special attention to literary, theological and social factors, issues of unity and diversity within early Christianity, and the relevance of Scripture to modern faith.

*John Darr*

**TH 830 The Praxis of Religious Education (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas H. Groome*

**TH 840 Human Evolution and Christian Ethics (Spring: 3)**

Examination of contribution of theories of human evolution and morality for Christian ethics. Fundamental moral topics: freedom, the status of the emotions in ethics, the meaning and moral relevance of "human nature" and "natural law," and theories of justice, conscience, compassion and solidarity. Also examines relevant theological concerns regarding God and God's relation to the world, including the theology of creation, providence, and divine governance. Practical moral issues include respect for life, lying and truthfulness, property and theft, and sexual ethics.

*Stephen J. Pope*

**TH 847 Ecclesiological Issues in Ecumenical Dialogues (Fall: 3)**

The Catholic Church is engaged in official dialogues with most of the other major Christian churches. Many of the statements produced in these dialogues deal with ecclesiological issues. The intention of the course is to offer the students an opportunity to develop an ecumenical approach to ecclesiology.

*F.A. Sullivan, S.J.*

**TH 859 Lonergan's Method in Theology (Spring: 3)**

The course will be offered as a seminar.

A close reading of the text, in light of Lonergan's published and unpublished writings on theological method. Some acquaintance with *Insight: A Study of Human Understanding* will be presumed.

*Charles C. Hefling, Jr.*

**TH 863 Ethics, Religion and International Politics (Spring: 3)**

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. Of special interest to those concentrating in theology or international studies.

*David Hollenbach, S.J.*

**TH 877 Graduate Research Seminar on Ethics and Psychoanalysis (Fall/Spring: 3)**

Intended for graduate students and faculty.

The seminar will be open to all graduate students and faculty. People can come and go as interest suggests. I hope to develop a context for exploration and research into relevant issues to be generated by the direction of group interest. The seminar will be available for credit. If a student decided to join for credit, he or she would have to register and would be expected to research an agreed-on topic, make a presentation to the group, and write a paper on the subject. For those not interested in credit, you are welcome to join the seminar at any time and to participate to whatever extent interest and opportunity allows.

*W.W. Meissner, S.J.*

**TH 880 Psychotherapy and Spirituality (Spring: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*H. John McDargh*

**TH 881 John of the Cross: An Inquiry into Prayer, Contemplation, and Union with God (Fall: 3)**

An analysis of the major works of John of the Cross to determine the nature, conditions, and origins of contemplation and its development into perfect union with God. The course brings inquiry to bear upon the issues raised by these writings and by their application to the lives of the students. The poetry, counsels, and theology of John of the Cross will be supplemented by concordant and contrasting readings: Ernest Becker, the *Denial of Death* and Dorothy Day, *Selected Writings* (edited by Robert Ellsberg).

*Michael J. Buckley, S.J.*

**TH 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**TH 890 Ethics of Aquinas (Spring: 3)**

Careful reading and critical analysis of major texts from Thomas' *Summa Theologiae*. Focus on human acts, the will, virtue and natural law.

*Stephen Pope*

**TH 892 Reinhold Niebuhr and John Courtney Murray (Fall: 3)**

An examination of the theological ethics of two of the most influential figures American thinkers of the twentieth century. Niebuhr's public theology of and Murray's public philosophy will be studied, as will their approaches to several policy issues such as church-state relations, human rights, and the use of force.

*David Hollenbach, S.J.*

**TH 899 Readings and Research (Fall/Spring: 3)**

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 professor's written consent, on a form obtained from the department, must be secured prior to registration.

*The Department*

**TH 901 Educating in Faith (Fall: 3)**

Cross listed with ED 735

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**TH 902 Catholicism Confronts Postmodernity: the Crisis of Belief and Belonging (Fall: 1)**

IREPM Weekend Course October 1-2, 1999

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail Only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Fayette Breaux Veverka*

**TH 903 Catholic Education and the Analogical Imagination (Fall: 1)**

IREPM Weekend Course, October 29-30, 1999

Friday 4-9 p.m., Saturday 10-4 p.m., Pass/Fail only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Fayette Breaux Veverka*

**TH 904 Families, Schools and Congregations as Carriers of Faith (Fall: 1)**

IREPM Weekend Course, November 12-13, 1999

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Fayette Breaux Veverka*

**TH 911 Parish as Catholic Common Ground (Spring: 1)**

IREPM Weekend Course, February 4-5, 2000

Friday 4-9 p.m., Saturday 10-4 p.m., Pass/Fail Only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Philip J. Murnion*

**TH 912 Parish and the Mission of the Church (Spring: 1)**

IREPM Weekend Course, March 17-18, 2000

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Philip J. Murnion*

**TH 913 Parish as Shared Ministry (Spring: 1)**

IREPM Weekend Course, April 7-8, 2000

Friday 4-9 p.m., Saturday 10-4 p.m. Pass/Fail Only

See course description under the Institute of Religious Education and Pastoral Ministry.

*Philip J. Murnion*

**TH 983 Second Year Graduate Colloquium (Spring: 3)**

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

*The Department*

**TH 990 First Year Graduate Colloquium (Spring: 3)**

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

*The Department*

**TH 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**TH 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week-working on the dissertation.

*The Department*

## University Courses

### Program Description

#### University Capstone Courses

**A course for seniors:** Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-525) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, free time, and the search for the purpose of existence.

#### Ask some inevitable questions now, not later

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

#### Special features of the course:

- Faculty from various departments
  - Each section limited to 15-20
  - Class meetings held in leisurely, informal settings
  - Innovative teaching methods, such as keeping a journal
  - Interdisciplinary reading
  - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments

#### To register for a Capstone Seminar

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary: you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In case a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must also understand the following rule:

**No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.**

#### Undergraduate Course Offerings

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

UN 104 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 105

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

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 visual arts segment will emphasize not only painting but also sculpture and architecture.

*The Department*

UN 105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 104

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

*The Department*

UN 106 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 107

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

*The Department*

UN 107 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 106

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

*The Department*

UN 109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 110

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Science Core requirement.

A full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

*The Department*

UN 110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 109

A two semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

*The Department*

UN 111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 112

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

*The Department*

UN 112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 111



A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

*The Department*

**UN 119 New Scientific Visions I/Perspectives V (Fall: 3)**

*Corequisite:* UN 120

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

*The Department*

**UN 120 New Scientific Visions I/Perspectives IV (Fall: 3)**

*Corequisite:* UN 119

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

*The Department*

**UN 121 New Scientific Visions II/Perspectives IV (Spring: 3)**

*Corequisite:* UN 122

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

*The Department*

**UN 122 New Scientific Visions II/Perspectives IV (Spring: 3)**

*Corequisite:* UN 121

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

*The Department*

**UN 145 Cornerstone Advisement Seminar (Fall: 1)**

**Offered in the fall semester only**

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class (limited to 12) providing academic advising in the broadest sense. The course encourages students to reflect on their academic and personal goals and gives them the tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community. The seminar leader will be a faculty member who will also serve as the student's academic advisor during the first year.

Students will read short texts that raise questions of meaning and value for their lives, and discuss them in a weekly 75-minute meeting. The course relies on the method of "shared inquiry," which aims to develop a community of learning in which both students and teachers are equal partners. Classroom discussion is dynamic, collaborative, and marked by close attention both to the text and to the ideas of fellow participants.

Course requirements include regular class attendance and participation, three individual advising conferences with the course leader, and a modest writing component. Grading will be Pass/Fail. Co-curricular activities will also be part of the program.

*The Department*

**UN 201 The Courage to Know: Exploring the Intellectual, Social and Spiritual Landscapes of the College Experience (Fall: 3)**

**This course is open to Arts and Sciences Freshmen only.**

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this University as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue.

How do we approach these challenges in a way that our hopes on entering college are matched by a reality of successes? How can the vision of this University help shape us into becoming all that we can be?

This will be an interactive three credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as a mentor/guide. This course will be an elective taught by faculty from different parts of the University.

*The Department*

**UN 443 Psychoanalytic Case Conceptualization (Spring: 3)**

**Cross listed with PY 443**

See course description in the LGSOE section.

*Karen Weisgerber*

**UN 500 One Life, Many Lives (Fall: 3)**

**Cross listed with TH 410**

In this course, we shall read biography and autobiography to observe the process of finding the central meaning of a life, because the writer of biography must assess the lifelong process of forming, keeping, or breaking significant commitments. We shall read a novel and articles dealing with conflicts of career and relationships. We shall also keep a personal journal to learn the process of reflection, growth, and integration.

*James Weiss*

**UN 502 Capstone: Ethics in the Professions (Fall/Spring: 3)**

**Cross listed with PL 434**

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.

*Richard Spinello*

**UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)**

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 21st 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 on a variety of issues. Students com-

# *Peter S. and Carolyn A. Lynch School of Education*

## MISSION STATEMENT

The Peter S. and Carolyn A. Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education. We pursue this goal through excellence and ethics in teaching, research, and service. We prepare 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, we seek to advance knowledge in our respective fields, to inform policy and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination and to make the world more just.

The Lynch School of Education is comprised of an undergraduate and a graduate school, and is organized into four departments: Teacher Education, Special Education and Curriculum & Instruction (Marilyn Cochran-Smith, Chairperson); Educational Administration and Higher Education (Robert J. Starratt, Chairperson); Counseling, Developmental and Educational Psychology (Maureen Kenny, Chairperson); and Educational Research, Measurement, and Evaluation (Joseph Pedulla, Chairperson).

## LYNCH UNDERGRADUATE SCHOOL OF EDUCATION

Undergraduate students in the Lynch School of Education may choose to major in Early Childhood Education, Elementary Education, Secondary Education, Special Education, or Human Development. Within the Special Education program, students may be certified as either Elementary and Moderate Special Needs or Elementary and Intensive Special Needs Teachers. All undergraduate majors in Education, with the exception of Human Development, are housed in the Department of Teacher Education, Special Education and Curriculum & Instruction. Human Development is housed in the Department of Counseling, Developmental and Educational Psychology.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin, and Classical Humanities. All programs lead to Massachusetts teacher certification.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in this program have obtained employment in educational, human service, and, business settings. A practicum experience provides students with an opportunity to develop important professional skills and explore career opportunities. The ten-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies or community, advoca-

cy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School of Education, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher certification. These programs may change in response to state certification regulations.

In addition, there are a number of Fifth Year programs available for academically superior students through which the Bachelor's and the Master's degree can be earned in 5 years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

### The Preparation of Educators and Human Service Professionals with Disabilities

It is the goal of the Lynch School of Education to successfully prepare qualified individuals regardless of handicapping conditions for both a degree and state certification. The University accepts the affirmative duty to assure the accessibility of its physical plant and academic programs. After an evaluation of a student's capacity to perform essential professional functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and obtain certification, so long as such accommodation does not result in the student's failure to meet the required knowledge, skills, and competencies required for both graduation and certification.

### Academic Regulations

All students entering the Lynch School of Education undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students who are in certification programs. Students in the Human Development program are required to complete a minor of at least four courses in one discipline outside the Lynch School of Education, or an interdisciplinary minor or major, or a second major. All programs lead to the degree of Bachelor of Arts.

### Requirements for the Degree

#### Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (EN 080-084, GM 063, RL 356, RL 377, RL 393), PY 030 Child Growth and Development and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all LSOE students and is taken as a sixth course.

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour cred-

its), normally distributed over eight semesters of four academic years. However, students pursuing teacher certification programs must maintain a cumulative average of at least 2.5 in order to enroll in the practicum (full time student teaching).

1.2 Within the 38 courses required for graduation, the following 15 courses, which comprise the Core curriculum of the University, are required of all students entering Boston College.

- 1 course in Writing
- 1 course in Literature (Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theater)
- 1 course in Mathematics
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education—PY 030 and PY 031)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031)

Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. PY 030 and PY 031, both required courses for all students in the Lynch School of Education, meet the Core Social Science requirement. PY 031 also meets the Core requirement for a course in Cultural Diversity. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

1.3 A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is currently required of all students in certification programs. This major should be in an area that complements the student's program in the Lynch School of Education. These majors must have the approval of the Assistant Dean for Student Services and Outreach. Students in certification programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of at least four courses in one subject discipline outside the Lynch School of Education, or an interdisciplinary minor or major, or second major.

1.4 A major program of studies within the Lynch School of Education must be declared by all students and approved by the Assistant Dean for Student Services and Outreach before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher certification must be officially accepted into the major by the Lynch School of Education.

1.5 Students seeking a major leading to teacher certification must complete and submit a Declaration of a Major form, an application for admission to a Teacher Education Program, and a current transcript to the Assistant Dean for Student Services and Outreach. The Assistant Dean reviews the applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of a Major form and submit a current transcript. This application is reviewed by the Assistant Dean.

1.6 The remaining courses required for graduation include additional major courses, minor courses, and electives.

### Normal Program

2.1 *Program Distribution:* The normal course load for first year, sophomores, and juniors is five three-credit courses each semester; for seniors, four courses. A first year or sophomore student who wishes to take only four courses may do so but must have the prior approval of the Office of the Assistant Dean for Student Services and Outreach, Campion 104. After the first year, a sixth course may be taken by students whose GPA is at least 3.3. A student whose average is between 2.8 and 3.2 must obtain prior approval for a sixth course from the Office of the Assistant Dean for Student Services and Outreach.

2.2 Students are required to pass the Professional Development Seminar for Freshmen (ED 100) during their first year.

2.3 During the first two years, students are required to enroll each year in a minimum of six credits of Education courses, unless they receive prior approval from the Office of the Assistant Dean for Student Services and Outreach.

2.4 No more than eleven courses may be taken for credit in one year without special permission of the Office of the Assistant Dean for Student Services and Outreach.

2.5 Full-time status for a student in any class requires enrollment in at least four 3-credit courses in each semester.

2.6 Tuition shall apply each semester as published, even if the student carries the minimum full-time load or less.

2.7 Acceleration of degree programs is possible in exceptional circumstances, provided that approval is obtained from the Assistant Dean for Student Services and Outreach at least two full semesters before early graduation, and that University policies governing acceleration are followed.

2.8 The only courses that a student, after admission to Boston College, may apply toward a Lynch School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Assistant Dean for Student Services and Outreach is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs
- the International Programs
- official college exchange programs
- special study programs authorized by the Office of the Assistant Dean for Students and Outreach
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload
- subject to certain restrictions, courses in the College of Advancing Studies as approved by the Office of the Assistant Dean for Students and Outreach prior to enrollment in the course.

Any of the above exceptions granted must be based on **prior** written approval from the Office of the Assistant Dean for Students and Outreach.

### Transfer into the Lynch School of Education

3.1 The Lynch School of Education requires that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and ordinarily a cumulative average of at least 3.0, and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses that have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Students transferring into the Lynch School of Education must meet with the Assistant Dean for Student Services and Outreach and have their programs of study confirmed as soon as possible after admission to the Lynch School of Education, but prior to the beginning of classes.

3.4 Official transfer applications must be submitted to the Office of the Assistant Dean for Student Services and Outreach before November 30 for spring semester admissions and before April 15 for fall semester admissions.

#### *Pass/Fail Electives*

4.1 In sophomore, junior, or senior years a student may, with the approval of the department offering the course, take an elective course on a Pass/Fail basis. No more than one Pass/Fail course may be taken in any semester. Pass/Fail evaluations may not be sought in Core or major courses. A student is required to complete a Pass/Fail form and obtain approval from the instructor and from the Assistant Dean for Student Services and Outreach, Campion 104.

4.2 No more than three courses for which the final grade is "Pass" will be counted toward a degree.

4.3 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

4.4 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the Chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

4.5 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course may, with the approval of the Office of the Assistant Dean for Student Services and Outreach, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better, if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D- will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

#### *Requirements for Good Standing*

5.1 In order to remain in the School, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year. Students must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year).

5.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an unapproved underload, will result in the student's being placed on probation, or being required to withdraw from the School, as the Academic Standards Committee shall determine. Unless the student returns to good standing by the approved methods (see Course Make-up) or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

5.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be

required. If a student passes less than two courses in a semester, the Academic Standards Committee and the Dean may require immediate withdrawal.

5.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload. A deficiency should be made up as soon as possible after it has been incurred.

5.5 A student who has been required to withdraw because of three or more deficiencies may be eligible to apply for readmission. To be eligible for return, a student must fulfill the conditions specified in the letter of withdrawal from the Assistant Dean for Student Services and Outreach. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the School, and it is at the discretion of the Assistant Dean and the Dean whether to allow readmission.

5.6 Students may be reinstated once after a dismissal. A student who receives a subsequent dismissal may not be reinstated.

#### *Course Make-Up*

6.1 A student who has failed or withdrawn from a course may make up the credits by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Assistant Dean for Student Services and Outreach or by the appropriate department for Core and/or Arts and Sciences major courses prior to registration in them.

6.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

6.3 A student who has been or will be required to withdraw may seek approval of the Office of the Assistant Dean for Student Services and Outreach for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades of C- or better in approved summer courses will not be allowed to matriculate in the Lynch School of Education.

#### *Attendance*

7.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. 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 decide their ability to continue in the course.

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

7.3 Professors will announce, reasonably well in advance, all 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 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.

7.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Assistant

Dean for Student Services and Outreach 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 Office of the Assistant Dean for Student Services and Outreach, Campion 104, as soon as the student's health and other circumstances permit.

7.5 Final examinations must be given in all courses at the prescribed time. 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. The illness or emergency must be confirmed by the Assistant Dean for Student Services and Outreach preferably before the time of the final examination, but certainly within forty-eight hours of the examination.

### ***Professional Practicum Experiences Leading to Certification***

8.1 Placements for pre-practica and practica leading to certification are arranged by the Office of Professional Practicum Experiences, Campion 135, only for eligible students enrolled in programs in the Lynch School of Education.

8.2 Pre-practica and practica are essential parts of the curriculum in the Lynch School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

8.3 Three semesters of pre-practicum assignments of one day per week are required before student teaching in the early childhood, elementary and special education programs. Before completing the practicum in the secondary program, two semesters of pre-practicum assignments of at least one day per week are required.

8.4 A full practicum (student teaching) is a full-time, five-days-per-week, experience in the senior year for an entire semester. It must be completed by all students seeking certification. 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 Elementary, Early Childhood, and Special Education Programs. Students in Secondary Education must complete all major courses and 4/5 of Arts & Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved. All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher certification. No student will be allowed to enroll in an overload while doing his/her student teaching.

8.5 All regular and special education pre-practica and practica for students seeking teacher certification are arranged by the Office of Professional Practicum Experiences. Each field assignment must be applied for during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 15 for spring placements and April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences will not be able to arrange assignments for late applicants.

8.6 The facilities utilized for pre-practica and practica are located in Boston and neighboring areas. Students are responsible for their own transportation to and from these facilities.

### **Human Development Field Practica**

8.7 Human Development students should consult the Human Development Manual for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

### ***International/Domestic Practicum Placement Program for Undergraduate Studies***

9.1 All Lynch School of Education students may participate in the International Programs described in the University section.

9.2 The Lynch School of Education's International/Domestic Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and domestic settings. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico. One domestic opportunity is to student teach on an Arizona Native American Reservation. For information regarding programs and requirements, contact the Director for the International/Domestic Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

### ***Leave of Absence***

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the Assistant Dean for Student Services and Outreach. A leave of absence will not usually be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

### **Academic Integrity**

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the University. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

### ***Grade Change***

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval by the faculty member to the Office of the Assistant Dean for Student Services and Outreach no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor in order to finish the work after the end of the semester in which the course was initiated.

### **Academic Honors**

#### ***The Dean's List***

13.1 The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000), Second Honors (3.500-3.699), and Third Honors (3.300-3.499).

#### ***The Honors Program***

13.2 Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School of Education offers an Honors Program. Students are admitted to the Honors Program by invitation only during their first year or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Office of the Assistant Dean for Student Services and Outreach.

***Degree with Honors***

13.3 Latin honors accompanying the degree of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

**MAJORS IN EDUCATION**

All of the undergraduate majors in the Lynch School of Education, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher certification of the Massachusetts Department of Education. A Massachusetts Educators Test is required for all certification fields. Also, through the School's accreditation by the Interstate Certification Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), certification in other states is facilitated. However, certification requirements are set by each state and are subject to change. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the certification requirements of Massachusetts and other states.

**Major in Early Childhood Education**

The major in Early Childhood Education prepares students for teaching typically-developing children and those with mild handicapping conditions in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Office of the Assistant Dean for Student Services and Outreach. Courses in the program cover the following areas: (1) child development and learning including their applications to the classroom, (2) curriculum and models in early education, (3) teaching diverse children and children with special needs, (4) the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education, (5) evaluation procedures, and (6) methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

**Major in Elementary Education**

The major in Elementary Education prepares students for teaching typically-developing and exceptional children in regular classrooms, first through sixth grade. A listing of specific course requirements may be obtained from the Office of the Assistant Dean for Student Services and Outreach. The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with special needs into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School of Education, is required. Students must consult with their program advisors and the Assistant Dean for Student Services and Outreach as to the selection and requirements for the major.

**Major in Secondary Education**

The major in Secondary Education prepares students for teaching in senior high schools, grades nine through twelve. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin, and Classical Humanities.

A listing of specific course requirements may be obtained from the Office of the Assistant Dean for Student Services and Outreach. Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing and specific subject methods courses; and classroom assessment. The program also includes two pre-practicum experiences in the junior year and a practicum in the senior year.

**Middle School Certification**

Middle School certification is available to Elementary and Secondary Education students by application to the Department of Education via "alternate route." Students seeking this level of certification should consult the Office of Professional Practicum Experiences, Campion 135.

**Major in Elementary/Moderate Special Needs Education**

This program prepares individuals to function both as general education teachers and as special education teachers of students with mild-to-moderate special needs, in accordance with the federally mandated "Least Restrictive Environment" principle for the school placement of special needs students. In light of a growing national movement for further inclusion of special needs students in regular classrooms, this percentage will increase as the nation moves into the new century. Regular education teachers must be able to accommodate special needs students in their classrooms, and special education teachers must be able to work closely with general education teachers. Massachusetts certification will be at the advanced provisional level until the Master's degree and clinical experience are completed. Students who complete this program successfully are ready to function as (1) general classroom teachers, (2) teachers of "inclusive" classrooms, and (3) special education teachers. Students who plan to seek special education certification in other states should contact the Lynch School of Education Office of Professional Practicum Experiences and the states in question to determine their certification requirements. A listing of the specific course requirements for this program may be obtained from the Office of the Assistant Dean for Student Services and Outreach.

**Major in Elementary/Intensive Special Needs**

This program is designed for students who aspire to work with individuals who have severe disabilities. Increasingly, students with cognitive deficits and multiple disabilities are attending public schools and are often in integrated programs. Students will be pre-

pared for teaching in public school settings and for inclusive settings. The program provides a clinical grounding in disabilities, a rationale for educational planning, and a variety of methodologies for the implementation of educational services. Additional competencies include the preparation and transition of diverse students with severe handicaps for living and working in the community, communicating skills, collaboration, and working effectively with parents and related specialists.

Course work and field work during the sophomore and junior years are followed by a full semester of student teaching in the senior year. Under the direction of their advisors, additional field work may be provided for students wishing experiences in settings other than classrooms for individuals with severe disabilities (e.g., group homes, employment, etc.).

Courses for the major in Intensive Special Needs include child development, student assessment, instructional strategies, instructional techniques for diverse learners, behavior management, communication disorders, and field experiences in intensive special needs. A listing of the specific course requirements for this program may be obtained from the Office of the Assistant Dean for Student Services and Outreach.

### Major in Human Development

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including Counseling, Developmental or Educational Psychology, or in other professional areas, including business or Social Work. This major will prepare students for entry-level employment in settings such as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and alternative educational, community or business settings. The minor in Organization Studies-Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry.

This major does not provide for state certification as a classroom teacher. Ten courses are required for the major.

In addition to the required courses, a minor of at least 4 courses in one discipline, an interdisciplinary minor, or a second major is required. A handbook for Human Development majors is available in the Office of the Assistant Dean for Student Services and Outreach and the Department of Counseling, Developmental and Educational Psychology. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development Major has been revised to strengthen offerings in developmental and counseling psychology for undergraduate majors. These changes are required for all Human Development majors entering Boston College and scheduled to graduate in May 2000 or thereafter. There are six core courses and four electives, organized around three foci or concentrations: human services; organization studies-human resources; and community, advocacy and social policy. Members of this class should consult either the Office of the Assistant Dean for Student Services and Outreach or the Coordinator of the Human Development Program for further information

### FIFTH YEAR PROGRAMS

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. The Master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the Master's program. None of the 38 courses required for the Bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the Bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Reading/Literacy Teaching
- Elementary, Early Childhood or Secondary Teaching
- Teacher of Students with Special Needs, Pre-K to Grade 9 and Grade 5-12
- Low Incidence Disabilities, including severe special needs, visually impaired studies, or deaf/blindness and multiple disabilities studies
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

At present, there is limited federal financial assistance for some graduate programs in Low Incidence Disabilities.

Students interested in a Fifth Year Program should consult with the Assistant Dean for Student Services and Outreach, Campion 104, during the spring semester of their junior year. Without proper advisement, and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual Master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact them directly at: Office of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467, (617) 552-4024.

### SECOND MAJORS AND MINORS FOR STUDENTS IN THE LYNCH SCHOOL OF EDUCATION

All students in the Lynch School of Education who are pursuing an Education major leading to certification are required to complete a second major, either interdisciplinary or in one discipline, in Arts and Sciences or in Human Development.

#### Education Majors in LSOE

##### *Interdisciplinary Majors*

Interdisciplinary majors are based in two or more Arts and Science disciplines that are relevant to the teaching endeavors of early childhood, elementary and special education teachers. Each of these majors will be available to students in the Lynch School of Education pursuing Elementary, Early Childhood, or Special Needs programs in fulfillment of their College of Arts and Sciences major for certification requirements. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. A

list of courses required for these interdisciplinary majors is available in the Office of the Assistant Dean for Student Services and Outreach, Campion 104.

Please note: Secondary students may not pursue any of these interdisciplinary majors and be certified to teach in these areas. Secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

#### **Child in Society**

This interdisciplinary major is intended to introduce students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual and in the context of the family and community (psychology and sociology) and the child in the context of a cultural group and community (anthropology and cultural psychology).

#### **Mathematics/Computer Science**

This interdisciplinary 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.

#### **Human Development**

This interdisciplinary major is intended to provide students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social service, community agencies, public and private organizations, including business.

#### **American Heritages**

This interdisciplinary major is recommended for students who are interested in the American Heritage from literary and historical perspectives. Two tracks will be 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 on our American Heritages.

#### **Perspectives on the Hispanic Experience**

This interdisciplinary major is recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures. This major is particularly appropriate for students who intend to teach Latino children.

#### **General Science**

This interdisciplinary major is designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: Biology, Chemistry, Physics, and Geology.

Please note: Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas; secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

#### ***Interdisciplinary Minors***

##### **Minors for Human Development Students**

Students who are pursuing Human Development as their primary major within the Lynch School of Education, regardless of class year, are required to carry either a minor of four to six courses

in a single subject, a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in the College of Arts and Sciences, or a second major in the Lynch School of Education. The minimum number of courses acceptable for a minor is four, and Core courses may be included. Students are encouraged and advised to complete six courses or eighteen credit hours in a minor. Students who have a second major automatically fulfill the minor requirement.

Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above. Core courses may be applied toward a second major in Arts and Sciences.

##### **Minor in Organization Studies-Human Resources Management in the Carroll School of Management**

LSOE students with a Human Development major who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Organization Studies-Human Resources Management in the Carroll School of Management. Ordinarily students will be expected to have a 3.0 GPA. The minor consists of three required courses:

- MB 021 Organizational Behavior
- MB 110 Human Resources Management
- MB 313 Personnel and Organizational Research
- Fourth elective

A course in statistics is required of all students in the minor as a prerequisite for MB 313. Applications are available from the Office of the Assistant Dean for Student Services and Outreach. The coordinator of the Human Development Program will review and approve the applications. Applications should be submitted no later than September of a student's junior year.

#### **College of Arts and Sciences Majors**

##### ***Minor in Secondary Education for Students in the College of Arts and Sciences***

Students from the College of Arts and Sciences who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin and Classical Studies, or Theology in the College of Arts and Sciences may apply to minor in Secondary Education. This program begins in the sophomore year, and interested students should apply to the Office of the Assistant Dean for Student Services and Outreach before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state certification in all areas listed, except Theology.

The following courses are required for a Secondary Education Minor:

- ED 060 Classroom Assessment
- ED 211 Secondary Curriculum and Instruction
- ED 323 Reading Special Needs Instruction for the Secondary and Middle School (spring only)
- ED 300-304 Secondary and Middle Subject Methods (fall only)
- ED 233 Senior Seminar in Secondary Education (with ED 256)
- ED 258 Secondary Pre-Practicum (2 required)
- ED 256 Secondary Practicum (9 credits) (with ED 233) (taken second semester senior year)
- PY 041 Adolescent Psychology (3 Arts and Science credits)\*
- ED 203 Philosophy of Education (3 Arts and Science credits)\*

Students must complete 32 courses in the College of Arts and Sciences.



\*These required courses also count toward the Arts and Sciences requirement. No Carroll School of Management, School of Nursing, or Lynch School of Education courses may be taken beyond those listed above. Applications for the Secondary Education Minor must be submitted to the Office of the Assistant Dean for Student Services and Outreach, Campion 104. Interested students are welcome to inquire and obtain information from the Office of the Assistant Dean for Student Services and Outreach.

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

#### ***Minor in Human Development for Carroll School of Management Students***

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School of Education. Ordinarily, students will be expected to have a 3.0 GPA. The minor consists of three required courses, Psychology of Learning (PY 032), Personality Theories (PY 242), and Adult Psychology (PY 244), plus one upper level PY elective. Applications for the Human Development minor are available in the office of Associate Professor Dalmar Fisher, Carroll School of Management, Fulton 426B. Applications should be submitted no later than September of a student's junior year.

### **LSEO, SON, A&S, and CSOM Majors**

#### **Minor in Health Science**

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with alternatives for future careers in the health field. Note: Human Development majors in the LSEO may declare the Health Science minor in addition to the required A&S minor. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

- BI 130 Anatomy and Physiology I
- BI 131 Anatomy and Physiology Laboratory I
- ED 274 Alcohol and Other Drugs
- ED 275 Human Sexuality
- ED 277 Nutrition, Physical Fitness and Weight Control (fall only)
- ED 278 Wellness and Health: Diagnosis and Planning (spring only)
- ED 279 Holistic Living

### **SON, A&S, and CSOM Majors**

#### **Minor in General Education**

(Note: This minor is not available for LSEO students.) Students who have an interest in Education may follow a minor of five or six courses with their advisor's approval. This program does not lead to state certification, but it does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education:

- PY 030 Child Growth and Development
- PY 031 Family, School and Society
- PY 032 Psychology of Learning
- ED 044 Working with Special Needs Students
- ED 060 Classroom Assessment

## **LYNCH GRADUATE SCHOOL OF EDUCATION**

### **MISSION STATEMENT**

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education. We pursue this goal through excellence and ethics in teaching, research, and service. We prepare 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, we seek to advance knowledge in our respective fields, to inform policy and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination and to make the world more just.

### **INTRODUCTION**

The faculty of the Lynch Graduate School of Education is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes. In some areas of graduate study, although not in all areas, a student may complete a Master's degree in an academic year and a summer.

The Lynch School of Education is comprised of an undergraduate and a graduate school, and is organized into four departments: Teacher Education, Special Education and Curriculum & Instruction (Marilyn Cochran-Smith, Chairperson); Educational Administration and Higher Education (Robert J. Starratt, Chairperson); Counseling, Developmental and Educational Psychology (Maureen Kenny, Chairperson); and, Educational Research, Measurement, and Evaluation (Joseph Pedulla, Chairperson).

### **Policies and Procedures**

#### ***Admission***

Information about admission may be obtained by writing to the Office of Graduate Admissions, Lynch Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, by calling the Office of Graduate Admissions, 617-552-4214, or by e-mail at [gsoe@bc.edu](mailto:gsoe@bc.edu).

The Boston College Lynch Graduate School of Education admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The school welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch Graduate School of Education (LGSOE) by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree or Special Student. Please consult the LGSOE Admissions Viewbook for complete information.

Official notification of admission is made by a written announcement from the LGSOE. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200 by the date stipulated in the Admission letter. The deposit is applied to tuition costs for the first semester of study.

#### ***Deferral of Admission***

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify, in writing, the Office of

Graduate Admissions. Deferred admission must be requested in writing and must be confirmed by the LGSOE administration. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, we require that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200. This will hold a space in the following year's class, and will be credited toward the first semester of study.

Because of the volume of applications received each year by the LGSOE, there can be no assurances of deferred admission and the above procedure must be followed.

### *Admission for International Students*

International Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests for program admission information and send their completed application to the Office of Graduate Admissions, Lynch Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813. All foreign student applicants for whom English is not a first language must take the TOEFL (Test of English as a Foreign Language) examination and indicate that their score be forwarded to the Lynch Graduate School of Education by the Educational Testing Service (Box 955, Princeton, New Jersey 08540 or 1947 Center Street, Berkeley, California 94794). Ordinarily a minimum score of 550 on this examination is expected by the Lynch Graduate School of Education. Information about this examination can be obtained from the Educational Testing Service, Princeton, N.J. In addition, the Graduate Record Examination (GRE) is required of all applicants of doctoral programs.

### *Special Student (Non-degree status)*

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Special Student. Many individuals choose Special Student status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those who are taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Special Student application, including official academic (graduate and undergraduate) transcripts, must be completed and sent to the Office of Graduate Admissions, Lynch Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses a Special Student may take outside his or her degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the LGSOE. Courses taken as a Special Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Special Students. Due to space limitations, all courses may not be available to Special Students. Professional course work associated with teacher certification or counseling psychology licensure (including practicum course work) is reserved for matriculated degree students

in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester in order to maintain class size. A listing of restricted courses is available in the Office of Graduate Admissions each semester.

Teachers and counselors who have been awarded course vouchers for service to Boston College are not required to apply as Special Students but should submit their vouchers with the Cooperating Professionals Form to the Office of Graduate Admissions.

### *Financial Aid*

For a full description of available financial aid, please refer to the University section. A variety of fellowships, assistantships, grant funding, and awards are available to students in Master's and Doctoral programs in the Lynch School of Education. Graduate assistantships, particularly for students pursuing Doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education.

The *M.A. program in Mental Health Counseling* provides a partial tuition scholarship.

The *Charles F. Donovan, S.J. Teaching Scholars Program in Urban Education* provides a half-tuition scholarship for students in any teacher certification program who are especially interested in teaching in urban settings. The program was created in honor of Rev. Charles F. Donovan, S.J., founding Dean of the Lynch School of Education, whose commitment to excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The *Educators Awards for Minorities (TEAM)* award is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals in the nation.

Some Lynch Graduate School of Education students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in Doctoral programs.

The *Catholic School Leadership Program (CSLP)* provides partial tuition scholarship awards for educators who have a history of commitment to Catholic schools.

The *Administrative Fellows in Higher Education Program* provides financial assistance to qualified students, mainly at the Doctoral level, who are enrolled in Higher Education. These fellowships include a stipend and tuition remission, and the opportunity to work closely with a senior administrator at Boston College. Information and applications are available to Higher Education Doctoral and Master's applicants from the Office of Graduate Admissions, Campion 103.

Financial aid is also available in some Special Education programs through paid experiences in schools or through federal grant support.

Applications mailed from the Graduate Admissions Office in the Lynch School of Education include a special application for graduate assistantships. This application should be returned with the admissions application and a resume, and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are con-

tacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current Master's students seeking graduate assistantships should apply through the Office of the Assistant Dean for Student Services and Outreach, Campion 104. Doctoral students should apply through the Office of the Associate Dean, Campion 101. Current students must apply for graduate assistantships by March 15 of each year.

### *Students With Disabilities*

It is the goal of the Lynch Graduate School of Education to successfully prepare for the receipt of a degree and state certification or licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate handicapped persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek certification or licensure so long as such accommodation does not result in waiver of competencies required for graduation, certification, or licensure.

### *Certification, Licensure and Program Accreditation*

Many of the teacher education and administration programs offered by the Lynch Graduate School of Education have been designed to comply with current standards leading to professional certification for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Certification Compact (ICC), a Program of Study preparing for educator certification in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for certification in most other states. Certification is granted by the state, and requirements for certification and licensure are subject to change by the state. An Educator Test also is required for Massachusetts certification. Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to certification in a given state. The Office of Professional Practicum Experiences, Campion 135 (617) 552-4206, can help with most teacher, administrator, and school counselor certification questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The Doctoral Program in Counseling Psychology is designed to meet the professional education prerequisites for licensure as a Psychologist in most states, including Massachusetts. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a Mental Health Counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for certification in School Counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure or certification. The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the Master's level.

### *Student Teaching Abroad*

International student teaching opportunities are available for students in teacher preparation programs in the Lynch Graduate School of Education. Placements are available in Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico. In addition, there are placement opportunities on an Arizona Native American Reservation. For information regarding programs and requirements, contact the Director for the International/Domestic

Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804, (617) 552-4206.

### *Degree Programs*

The Lynch Graduate School of Education offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., and Ph.D. degrees. Graduate programs serve a dual purpose: (1) research—preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and (2) practice—preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

### *Doctoral Degree Programs*

#### *General Requirements for the Degree of Doctor of Philosophy*

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the LGSOE in the following areas:

- Curriculum and Instruction
- Educational Administration
- Higher Education Administration
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement and Evaluation

Usually, students possess a Master's degree at the time of their admission to Doctoral studies. A formal Doctoral Program of Studies is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree (please see individual program descriptions for specific requirements). Up to 30 graduate course credits earned for the Master's degree may be applied toward this minimum of 84. No more than 6 graduate course credits beyond the Master's degree with grades of B or better, earned outside Boston College, and approved by the program director and Associate Dean, may be transferred and applied to the Ph.D.

Upon admission to a Doctoral program, the Doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by the student in consultation with his or her advisor during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor.

Doctoral students in the LGSOE, in addition to course work, complete comprehensive exams, pass a computer competency requirement, are admitted to Doctoral candidacy, and complete a Doctoral dissertation.

#### *Program of Studies*

Students are responsible for filing a Program of Studies with their advisor during the first or second semester of their studies. Prior to graduation, the Program of Studies is compared with the student's transcript. The program must be completed in order for a degree to be conferred. A major field of concentration consisting of at least 54 graduate course credits must be included in the Program of Studies. Six credits of dissertation related course work are required and included within the 54 (customarily Dissertation Seminar and Dissertation Direction).

The "Research Sequence" on the Doctoral Program of Studies form lists the specific research requirements. The Program of Studies forms are available in the offices of all four departments.

**Doctoral Handbook**

Upon matriculation, all Doctoral students must obtain a copy and assume responsibility for the contents of the Doctoral Handbook available at the Office of the Associate Dean. The Handbook contains essential information regarding all procedures to be followed within the Doctoral program. Students should also consult the specific program handbook available in the department offices.

**Residence**

The goal of the residency requirement is to insure that a Doctoral student experiences total immersion in the scholarly community of the university. Residence is defined on the Program of Studies available in the Office of the Associate Dean. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A plan of studies that meets the residency requirement must be arranged by the student with the department. Students who hold graduate assistantships fulfill the residency requirement with two courses per semester for two consecutive semesters.

**Computer Competency Requirement**

Students must demonstrate competence in the use of computers. The form that documents such competence is available from the Office of the Associate Dean, Campion 101, and the four department offices.

**Comprehensive Examinations**

Doctoral students are required to complete a comprehensive examination. The comprehensive examination is administered by the student's program faculty, and the student should consult with the faculty in each specific program regarding comprehensive examination requirements. Normally comprehensive examinations are taken following the completion of course requirements. During the semester in which the student is taking the comprehensive examination, he/she should register for Doctoral Comprehensives, ED/PY 998. No course credit is granted for Doctoral Comprehensives registration.

Student eligibility to take the Doctoral comprehensive examination is determined by program faculty and the Department Chairperson. The following grades are assigned to comprehensive examinations: Pass With Distinction (PwD), Pass (P), and Fail (F). One of these three grades is recorded on the student's transcript. Generally within two weeks following the scoring of the examination, the Office of the Associate Dean will send the results in writing to the Office of Student Services and to the individual student.

A student who fails the Doctoral comprehensive examination may take it once again, not sooner than the following semester, and at a time designated by the department. In the case of a second failure, no further attempt is allowed.

**Admission to Candidacy**

The student who has passed the comprehensive examination and satisfied all requirements except the dissertation attains the status of "Doctoral Candidate." Doctoral candidates are required to register each semester and to pay a Doctoral continuation fee until completion of the dissertation.

**Ethical Research with Human Subjects Review**

Students in the Lynch Graduate School of Education who are completing research, including their Doctoral dissertation, are required to complete the Human Subjects Research Review form available from the Office of the Associate Dean. Students are required to submit this form with any research they conduct.

The form is reviewed by the Human Subjects Ethical Research Review Committee. Following a review, the student is sent a letter

approving the research or delineating the changes that the student must make to conform with the ethical guidelines for research with human participants. Students should consult the Ethical Principles of the American Psychological Association and the American Educational Research Association before completing their research design.

**Dissertation**

Each Doctoral candidate is required to complete a dissertation that is the result of original and independent research and demonstrates advanced scholarly achievement. The subject of the dissertation and the members of the Doctoral dissertation committee must be approved by the Office of the Associate Dean and the faculty dissertation committee. The research is performed under the direction of a faculty member who serves as chairperson of the dissertation, as well as at least two readers. The dissertation manuscript must be prepared according to the style and requirements of the Lynch Graduate School of Education and must meet the ethical standards of the Lynch School of Education and the University. Information on these requirements is available in the department offices and the Office of the Associate Dean.

**Acceptance of the Dissertation**

Once a student has been admitted to candidacy, a dissertation committee, approved by the Associate Dean, judges the substantive merit of the dissertation. The dissertation committee includes the major faculty advisor as Chairperson, and at least two additional members of the Lynch Graduate School of Education or others qualified as readers.

The dissertation is defended by the candidate in a public oral examination. Official approval by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Office of the Associate Dean. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Doctoral candidates should report to the Office of the Associate Dean by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures. Students should consult the University calendar for deadlines relevant to graduation.

**Time Limit and Leave of Absence**

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the Doctoral studies. Extension beyond this limit may be made only with the prior approval of the Office of the Associate Dean.

Students enrolled in a degree program who do not register for course work, Dissertation Direction, Doctoral Comprehensives, or Doctoral Continuation in any given semester must request a leave of absence for that semester. Leaves of absence are usually not granted for more than two semesters at a time.

For approval, students must obtain a Leave of Absence Form from the Office of the Associate Dean. Leave time normally is not considered a portion of the total time allotted for the degree completion. Students must file a Readmission Form with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to reenroll.

***Certificate of Advanced Educational Specialization (C.A.E.S.)***

A Certificate of Advanced Educational Specialization (C.A.E.S.) is available in selected areas of study, providing students with oppor-

tunities to build on prior graduate work. The C.A.E.S. involves a planned Program of Studies consisting of at least 30 credit hours beyond the Master's degree.

Comprehensive examinations are required. Programs of study should be planned with appropriate program advisors and must be completed within five years. All C.A.E.S. students are supervised by the Assistant Dean for Student Services and Outreach, Campion 104.

### *Master's Degree Programs*

Candidates for the Master's degree must be graduates of an accredited college or university. In very rare cases, based upon an applicant's academic record or test scores, acceptance may be conditional with the approval of the Assistant Dean for Student Services and Outreach. Students admitted conditionally are evaluated by the department and recommended to the Assistant Dean for Students and Outreach for approval after the first semester of course work, or after earning a minimum of six credits. Students who have met their condition are notified of this in writing. Students who have not met their condition are not matriculated into the program. All Master's students are supervised by the Assistant Dean for Student Services and Outreach, Campion 104.

#### **Master of Education Degree (M.Ed.)**

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching\*
- Secondary Teaching\*
- Special Education Teaching\*\*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Administration
- Catholic School Leadership
- Educational Research, Measurement and Evaluation

\*Middle School certification is available to Elementary and Secondary education students by application to the Department of Education via "alternative route." Students seeking this level of certification should consult the Office of Professional Practicum Experiences, Campion 135, (617) 552-4206.

\*\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Special Needs, Grades Pre-K-9 and Grades 5-12; Severe Special Needs; Students with Visual Impairments; Students with Deaf-Blindness and Multiple Disabilities. Detailed information is included in the program descriptions listed under Teacher Education, Special Education and Curriculum & Instruction.

#### **Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)**

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or certification. These degrees are coordinated with the appropriate Arts and Sciences department, require admission to both the Lynch School of Education and to the appropriate Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, Latin and Classical Humanities, History, Mathematics, French, and Spanish.

Programs are described under the section on programs in Teacher Education, Special Education and Curriculum and Instruction.

#### **Master of Arts Degree (M.A.)**

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education Administration
- Counseling Psychology
- Developmental and Educational Psychology

These programs are described in each departmental section.

#### **Course Credit**

A *minimum* of 30 graduate credits is required for a Master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Assistant Dean for Student Services and Outreach, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Office of the Assistant Dean for Student Services and Outreach, Campion 104.

In the first semester of matriculation, students must complete a Program of Studies in consultation with the student's advisor. Program of Studies forms are available from program advisors or in the Office for Student Services and Outreach, Campion 104. These forms must be approved and filed in the Office of the Assistant Dean for Student Services and Outreach.

#### **Master's Comprehensive Examination**

A candidate for a Master's degree in the Lynch Graduate School of Education must pass a comprehensive examination. The nature and content of the examination are determined by the program faculty. Each candidate should consult with his or her major program faculty to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place in the Office of the Assistant Dean for Student Services and Outreach (Campion 104).

The following grading scale is used: Pass With Distinction (PwD), Pass (P), and Fail (F). Generally, within four weeks, notifications of examination results are sent to the Office of Student Services and the individual student. A candidate who fails the Master's comprehensive examination may take it only one more time.

Students who have completed their course work should register for ED/PY 888 Master's Comprehensives each semester until they complete their examination. Only the registration fee and the activity fee are charged during this period. No credit is granted. Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of education.

#### **Time Limit and Leave of Absence for Master's Students**

A student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with written approval of the Assistant Dean for Student Services and Outreach, Campion 104.

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year *but wish to remain active in the University system* must enroll in ED/PY 885 Interim Study. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Leaves of absence are not normally granted for more than two semesters at a time; however, all cases are reviewed individually. Students may obtain the Leave of Absence Form from the Office of the Assistant Dean for Student Services and Outreach. A leave of absence usually does not affect the total time limit for the attainment of the degree. Students must file the Readmission Form with the Office of the Assistant Dean for Student Services and Outreach at least six weeks prior to the semester in which they expect to reenroll.

#### **Ethical Research with Human Subjects Review**

Students conducting research with human subjects are required to fill out the form for Ethical Review of Human Subjects as described in the previous section under Doctoral Degree Programs.

#### **Fifth Year Programs**

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. Please refer to the extended Fifth Year Program description in the Undergraduate LSOE section of the Catalog.

### **Academic Regulations**

#### *Academic Integrity*

Students in the Lynch Graduate School of Education are expected to have the highest standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Lynch Graduate School of Education. Cases involving departure from standards of academic integrity, ethical professional conduct, or ethical research shall be referred to the Associate Dean for adjudication. Students are expected to conform with the American Psychological Association's Ethical Principles and the Principles of the American Educational Research Association in their research and professional practice. Documents describing these principles are available in the Office of the Associate Dean.

#### *Grades*

In each graduate course in which a student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F.

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

Courses at the graduate level that are taken on a Pass/Fail basis are generally not applied to a graduate program. Application of Pass/Fail grades to a graduate program requires approval of the Associate Dean.

#### *Deferred Grades*

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

#### *Incompletes*

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 the course may, with adequate reason and the permission of the faculty member, receive an I (Incomplete). A grade of I standing for more than four months may jeopardize a student's financial aid. Students with graduate assistantships may not carry any incompletes.

#### *Transfer of Credit*

Students who have completed one full semester of graduate work at Boston College may request a transfer of credit of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better and which have not been applied to a prior degree will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Doctoral students obtain Transfer of Credit forms from the Office of the Associate Dean (Campion 101), and return completed forms, along with an official transcript, back both to the Office of the Associate Dean as well as to their advisors for approval. Master's and C.A.E.S. students pick up Transfer of Credit forms from the Office of Student Services and Outreach (Campion 104), and return completed forms, along with an official transcript, back both to the Office of the Assistant Dean for Student Services and Outreach as well as to their advisors for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Courses taken in the Boston College School of Advancing Studies do not fulfill graduate degree requirements in the Lynch School of Education.

#### *Graduation*

Students should consult the Office of Student Services for information on graduation. Students must register for graduation and complete all requirements for the degree by the date established in the University calendar.

#### **Research Centers**

The Lynch Graduate School of Education at Boston College houses three Research Centers: The Center for the Study of Testing, Evaluation and Educational Policy (CSTEED); the Center for International Higher Education; and the Center for Child, Family, and Community Partnerships. For more information on the Research Centers, please refer to "About Boston College."

### **Department of Teacher Education, Special Education, and Curriculum & Instruction**

Department Chairperson: *Dr. Marilyn Cochran-Smith*

The Department of Teacher Education, Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and certification requirements.

#### *Areas of Concentration*

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addi-

tion, Master's and Doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. Boston College prepares outstanding teachers in both theoretical and practical dimensions of instruction. The Doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

### **Certification**

Boston College offers programs designed to prepare students for teaching certification at the Master's and C.A.E.S. levels. A student seeking certification must be admitted as a degree candidate. Programs are approved by the Interstate Certification Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to certification outside Massachusetts.

Teacher preparation programs lead to Massachusetts provisional certification with advanced standing and standard certification. Certification regulations are set by the state and are subject to change. Students should carefully plan programs in consultation with the appropriate program advisor to ensure that degree requirements and certification requirements are both fulfilled. Students who plan to seek certification in states other than Massachusetts should check the certification requirements in those states.

The following is a list of certifications available from the state department of Massachusetts through completion of a BC program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, Foreign Language, Latin and Classical Humanities
- Teacher of Students with Special Needs (Pre K-9, 5-12)
- Teacher of Students with Intensive Special Needs (Pre K-12)
- Teacher of Students with Vision Impairments

### **Practicum Experiences**

Practicum experiences are an essential part of the curriculum in certification programs and should be planned with the respective faculty advisor early in the student's program. All field experiences are arranged through the Office of Professional Practicum Experiences, and applications for all placements must be made during the semester preceding the one in which it is to occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 15 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Completion of required pre-practica or waiver from the Director of the Office of Professional Practicum Experiences
- Completion of 75% of the course work related to required Education courses, including methods courses in the content area and courses required for provisional certification
- Application in the Office of Professional Practicum Experiences

Practicum experiences for certification in Teacher Education are offered at either advanced provisional or standard levels. An Educator Test also is required for Massachusetts certification. Placement sites for field experiences are located in Boston and neighboring areas. Students are responsible for providing their own trans-

portation to and from these schools. Transportation to many schools requires that the student has a car. Carpooling is encouraged. In addition to the local field sites, a limited number of placements in teaching are available in international and domestic settings, including Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico, as well as on an Arizona Native American Reservation. For information regarding these programs and requirements, contact the Director for the International/Domestic Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804, (617) 552-4206.

The Office of Professional Practicum Experiences arranges field placements only for students enrolled in a degree program.

### **Application Deadlines for Programs in Teacher Education, Special Education and Curriculum & Instruction**

All of the Master's programs in Teacher Education, Special Education and Curriculum & Instruction, with two exceptions (noted here), have the same deadline for applications: February 1 for summer or fall admission, with July 15 being the *final* application deadline for fall admission. The two exceptions to these deadlines are the M.A.T. program in English and the M.A.T. program in history, which accept applications only once per year: February 1 for a fall deadline. M.A.T./M.S.T. candidates must be accepted by both the LGSOE and the Graduate Arts and Sciences department of their specialization (more information can be found under "Master's Programs in Secondary Teaching").

Detailed admissions information on the dual degree program in Law and Education can be found under the description for the program, below.

The deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs or Curriculum and Instruction is February 1 for summer or fall admission, with July 15 being the *final* application deadline for fall admission.

The deadline for application to the Ph.D. program in Curriculum & Instruction is February 1 for fall admission.

All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is: lgsoe@bc.edu.

### **Programs in Teacher Education, Special Education and Curriculum & Instruction**

#### ***Master of Education (M.Ed.) in Early Childhood Teaching***

Advisors: *Dr. Martha Bronson and Dr. Beth Casey*

The Master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. It leads to standard certification as an early childhood teacher under the state certification regulations (Massachusetts certification, level 1, grades Pre K-3). This program is appropriate for students who wish to be prepared to teach normal and moderately handicapped children in regular settings, pre-kindergarten through third grade. Students can enter the program without teaching certification (selecting Combined Provisional/Standard Masters Program). Prerequisite for either program is a college degree with an arts and sciences major or the equivalent. Students who have

majored in other areas, such as business or engineering, should consult the admissions director or the faculty advisors to confirm certification eligibility.

### ***Master of Education (M.Ed.) in Elementary Teaching***

Advisors: *Dr. Michael Schiro, Dr. Lillie R. Albert, Dr. John Savage, Dr. Nancy Zollers, Dr. Janice Jackson, Dr. Curt Dudley-Marling*

The Elementary Teaching program is designed for students who wish to teach in first through sixth grade. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a Bachelor's degree with an arts and sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and certification requirements are fulfilled.

### ***Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching***

Advisors: *Dr. Sara Freedman, Dr. Otherine Neisler, Dr. Lillie Albert, Dr. Audrey Friedman, Dr. George Ladd, and Dr. Gerald Pine*

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) certification in one of the following disciplines: English, History, Biology, Chemistry, Geology (Earth Science), Physics, Mathematics, French, Spanish, Latin, and Classical Humanities. The prerequisite for the program is a Bachelor's degree with a liberal arts major in the field of desired certification or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum.

In addition to required courses in the field of education, secondary education Master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of 2 graduate courses, and M.A.T./M.S.T. students take 5 graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the Master's programs leading to certification in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. candidates must be accepted by both the Lynch Graduate School of Education and the Graduate Arts and Sciences department of their specialization. All LGSOE admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. Please contact the Graduate School of Arts and Sciences directly for further information: Admissions, GA&S, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467-3807, (617) 552-3265.

### ***Middle School Certification***

Middle School certification is available to Elementary and Secondary education students by application to the Department of Education via "alternate route." Students seeking this level of certification should consult the Office of Professional Practicum Experiences, Campion 135, (617) 552-4206.

### ***Master of Education (M.Ed.) in Reading/Literacy Teaching***

Advisors: *Dr. John Savage, Dr. Curt Dudley-Marling, Dr. Audrey Friedman*

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts certification standards for Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and certification requirements are met.

### ***Master of Education (M.Ed.) in Curriculum & Instruction***

Advisors: *Dr. Michael Schiro, Dr. George Ladd, Dr. John Savage, Dr. Otherine Neisler*

The Master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Courses of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to certification, nor are students in this program eligible to apply for supervised practicum experiences.

### ***Master of Education (M.Ed.) in Special Education***

**Master of Education (M.Ed.) in Special Education: Teacher of Students with Special Needs, Grades Pre-K-Grade 9 and Grades 5-12**

Advisors: *Dr. Alec Peck, Dr. Jean Mooney, Dr. David Scanlon*

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. Entry into the program can be at one of four levels:

- Level I: Students with no previous background in education complete a sequence of courses leading to certification in Early Childhood, Elementary or Secondary Education prior to doing the program in Special Education.
- Level II: Students already certified in Early Childhood, Elementary or Secondary Education complete the requirements for Provisional and Standard certificates in Special Education. Through careful planning of course work, it is also possible to obtain the Standard certificate in the chosen area of regular education. Full-time students can usually complete the program in two semesters and two summers.
- Level III: Students holding a Provisional certificate in regular and special education can complete a 30 credit hour program to obtain a Standard certificate. Programs are planned according to the student's experience and career goals.



- Level IV: This is a non-certification option for students who do not need teaching certification.

### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs**

Advisor: *Dr. Nancy Zollers*

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts certification in Severe/Intensive Special Needs. Students may be enrolled on a full or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The Program of Studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Visual Impairments**

Advisor: *Dr. Richard Jackson*

This program prepares teacher/consultants to work with, or on behalf of, blind or visually impaired children and youths with unique needs. Graduates provide support for the inclusion of learners with visual impairments in regular classrooms or other special educational settings. In some instances, direct instruction in Braille and/or use of adaptive technology is required. At other times, pre-teaching of instructional units to be covered in the regular classroom is necessary. Many times, co-teaching with regular education personnel is employed to demonstrate teaching techniques and instructional strategies that maximize the benefits of time spent with non-disabled peers. The program, which consists of specialty course work, advanced graduate course work, and multiple field experiences can be pursued on a full-time or part-time basis.

### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Deaf-Blindness and Multiple Disabilities**

Advisor: *Dr. Barbara McLetchie*

Graduates of this program are serving individuals with deaf-blindness in a variety of roles throughout the United States and other countries. Practical experiences working with learners with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g., infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the specialty at one of two levels:

- Level I: Students with no previous preparation in special education must complete a Program of Studies to complete the requirements for certification as a Teacher of Students with Intensive Special Needs.
- Level II: Students with undergraduate majors and certification in Intensive Special Needs can complete a 36-credit hour sequence for the M.Ed. degree.

### ***Charles F. Donovan, S.J. Teaching Scholars Program in Urban Education***

Coordinator: *Dr. Sara Freedman*

The Charles F. Donovan, S.J., Teaching Scholars Program in Urban Education is open to Master's students specifically interested in urban teaching. In order to qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary,

Reading, Moderate Special Needs, or Low Incidence Special Needs Teaching. A cohort of thirty students is selected each year from students applying to a M.Ed. teacher certification program and financially supported from the Donovan Scholars program, which carries tuition remission credits.

### ***Dual Degree Program in Law and Education (M.Ed. or M.A./J.D.)***

Coordinator: *Dr. Diana Pullin*

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. in Curriculum and Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. joint degree must be dually admitted to their intended Education program and to the law school. Any student seeking certification or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

The deadline for application to either the M.Ed. program in Curriculum and Instruction is February 1 for summer or fall admission; the final application deadline for fall admission is July 15. All LGSOE admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. The BC Law School accepts applications from mid-September through March 1 for the following August's entering class. Please contact them directly for further information: Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, (617) 552-8550.

### ***Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)***

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree but seek a higher level of specialization or professional certification in a particular field. For further information on C.A.E.S. programs in Teacher Education, contact the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214.

### ***Doctoral Program (Ph.D.) in Curriculum & Instruction***

Coordinator: *Dr. Marilyn Cochran-Smith*

The Doctoral program in Curriculum & Instruction is for people who currently fill, or plan to assume, leadership roles in curriculum, instruction and teacher education in schools, school systems, or

other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The Program of Studies requires a research core that will familiarize students with quantitative and qualitative research methodology, and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of Studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their Doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: Critical Pedagogy, Diversity and Social Justice; Curriculum, Policy, and School Reform; Language, Literacy, and Learning; Mathematics, Science, and Technology.

### Department of Educational Administration and Higher Education

Department Chairperson: *Dr. Robert J. Starratt*

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

#### Programs in Educational Administration

##### *Certification, Pre-Practicum and Practicum Experiences for Students in Educational Administration Programs*

Students in any Educational Administration program may seek state administrative certification and NCATE approval as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative certification work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty may, for appropriate reasons, not approve a student for the practicum. All field experiences in the LSOE are overseen by the Office of Professional Practicum Experiences (Campion 135). All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the

Program Director. Educational Administration students seeking Massachusetts certification are required to take the Massachusetts Educators Test.

#### *Application Deadlines for Programs in Educational Administration*

The deadline for application to either the M.Ed. program in Educational Administration or the M.Ed. in CSLP is February 1 for summer or fall admission, with July 15 being the *final* application deadline for fall admission.

Detailed admissions information on the dual degree program in Law and Education can be found under the description for the program, below.

The deadline for application to the C.A.E.S. programs in Educational Administration or CSLP is February 1 for summer or fall admission, with July 15 being the *final* application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission. Applications to the PSAP program are due February 1 for fall admission (classes begin in the summer).

All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is: lgsoe@bc.edu.

#### *Master of Education (M.Ed.) in Educational Administration*

Coordinator: *Dr. Robert J. Starratt*

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the Master's program in educational leadership. Most students who are admitted to the Master's program have teaching experience, but little or no prior graduate study in educational administration.

Students seeking the M.Ed. are required to take 30 credits, including a core of courses in educational administration dealing with topics such as Curriculum Leadership, Program Evaluation, Human Resource Administration, Finance, Technology and Facilities Management, Ethics and Equity, and Education Law and Policy. For students seeking certification, there is a requirement of a course in the area of administrative specialization (e.g., The Principalship, Administration of Local School Systems or Special Education Administration), a one credit pre-practicum, a three-six credit practicum, and a three credit seminar accompanying the practicum. The total number of credits required for students seeking certification along with the Master's is 34 credits.

At the conclusion of their Program of Studies, students sit for a one-hour oral comprehensive examination that consists of a review of the portfolio of student work including field work, a review of the use of theory and research during the pre-practicum and practicum experiences, and an analysis of topics given to the student prior to the examination. For students not seeking certification, the comprehensive examination is based on their course work and related program experiences.

#### *Master of Education (M.Ed.)—The Catholic School Leadership Program (CSLP)*

Coordinator: *Rev. Joseph O'Keefe, S. J.*

The Catholic School Leadership Program (CSLP) provides a special option for students interested in education within the

Catholic school setting. Students seeking degrees in Education Administration or other degrees within the Lynch School of Education who have experience in and a commitment to service in a Catholic school setting, either in the United States or abroad, are invited to join this special program.

The CSLP program has been designed in response to an expressed need to assist Catholic school educators in their unique role of bringing new vision to Catholic schools. The program allows students to complete the graduate degree of their choosing, to seek certification if they so desire, and to pursue elective and distribution course requirements that allow them to focus upon the unique mission, spirituality, and Christian message of Catholic schools.

Students are encouraged to take full advantage of the resources for Catholic education offered by Boston College through such programs as the Institute of Religious Education and Pastoral Ministry and the Theology Department. In addition, CSLP students are offered social, liturgical, and extracurricular opportunities to supplement their academic experiences on campus. Significant tuition support is offered to many students in the program.

### ***Dual Degree Program in Law and Education (M.Ed. or M.A./J.D.)***

Coordinator: *Dr. Diana Pullin*

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. It reflects the University's mission to promote social justice and to prepare men and women for service to others. The program prepares students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. in Curriculum and Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. joint degree must be dually admitted to their intended Education program and to the law school. Any student seeking certification or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

The deadline for application to either the M.Ed. program in Educational Administration or the M.A. program in Higher Education Administration is February 1 for summer or fall admission. All LGSOE admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. The BC Law School accepts applications from mid-September through March 1 for the following August's entering class. Please contact them directly for further information: Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, (617) 552-8550.

### ***Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)***

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and who do not

plan to pursue a Doctoral degree but seek a higher level of specialization or professional certification in a particular field. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214.

### ***Doctoral Program (Ph.D.) in Educational Administration***

Coordinator: *Dr. Robert J. Starratt*

The Doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious and private elementary and secondary education. Educational leaders for the twenty-first century must be prepared to address the call for school reform and restructuring nationwide. Their leadership will be exercised in a world of uncertain futures in which the role of schools and the nature of education will be subject to continual and unpredictable change.

Doctoral students may seek state certification for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five to six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

### ***Doctoral Program (Ph.D.)- Professional School Administrator (PSAP)***

Coordinator: *Dr. Robert J. Starratt*

The Professional School Administrator Program (PSAP) was developed by the University more than three decades ago as a means of providing an opportunity for full-time practicing elementary and secondary school administrators to pursue Doctoral study. While both of BC's Doctoral programs in Educational Administration have as a goal the critical integration of theory and practice, PSAP offers a unique opportunity to link theory and practice in a student's permanent workplace.

Through participation in PSAP, full-time administrators join a cohort of peers in a three-year, year-round experience of seminars, elective courses, and guided fieldwork assignments offered in a manner appropriate for experienced and mature working students. For those students seeking certification as principals, superintendents, or supervisor/director, an appropriate practicum experience will be coordinated to meet Massachusetts and NCATE certification requirements. PSAP offers courses in an alternative delivery format requiring intensive summer seminars and eight extended meetings each semester. PSAP cohorts are admitted every other year, and 15 spaces are available in each PSAP cohort. As is true with the regular Ph.D. program, Catholic school educators may concentrate on issues particular to the teaching and administrative leadership in their schools.

### **Programs in Higher Education**

#### ***Application Deadlines for Programs in Higher Educational Administration***

The deadline for application to both the M.A. program and Ph.D. program in Higher Education Administration is February 1 for summer or fall admission. All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston

College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is: gsoe@bc.edu.

### ***Master of Arts (M.A.) in Higher Education***

Coordinator: *Dr. Karen Arnold*

The Master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Finance and economics of higher education
- Organizational culture and change

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

### ***Doctoral Degree (Ph.D.) in Higher Education***

Coordinator: *Dr. Karen Arnold*

The Doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Boston College higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provide a significant global focus to the higher education program.

The Doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a Core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

## **Department of Counseling, Developmental and Educational Psychology**

Department Chairperson: *Dr. Maureen Kenny*

Details of the available graduate programs in this area are provided in the descriptions that follow and in the handbooks available in the Counseling, Developmental and Educational Psychology office. During their first year, all matriculated students should work

with their advisors to complete a Program of Studies. Master's and Doctoral students must file their Program of Studies with their advisors.

### **Programs in Counseling Psychology**

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

### ***Application Deadlines for Programs in Counseling Psychology***

The deadline for application to the M.A. program in Counseling Psychology is February 1 for fall admission.

Detailed admissions information on the dual degree program in Pastoral Ministry and Counseling can be found under the description for the program, below.

The deadline for application to the Ph.D. program in Counseling Psychology is January 1 for fall admission. Admission decisions are made by April 15.

All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is as follows: gsoe@bc.edu.

### ***Master of Arts (M.A.) in Counseling***

Coordinator: *Dr. Elizabeth Sparks*

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester hour program, and the School Counselor sequence is a 36 semester hour program. A 48 hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the two-year time period.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students, and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in per-

sonality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester hour *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the State of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), the National Council for Accreditation of Teacher Education (NCATE), and the Massachusetts Department of Education. This sequence is designed to meet the educational requirements for certification as a school counselor in the state of Massachusetts and other states accepting ICC and NCATE approvals. Certification is granted by the State Department of Education and requirements are subject to change by the state. All students seeking Massachusetts certification are required to take the Massachusetts Educators Test.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (Grades Pre-K-9) or the middle/high school track (Grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental and Educational Psychology office.

### ***Dual Degree Program in Pastoral Ministry and Counseling (M.A./M.A.)***

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the Institute of Religious Education and Pastoral Ministry (IREPM) and the Lynch Graduate School of Education. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving. It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the joint M.A./M.A. program must be dually admitted to their intended Education program and to IREPM. Any student seeking certification or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

The deadline for application to the M.A. program in Counseling is February 1 for fall admission. All LGSOE admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. BC's IREPM encourages students to apply for the M.A. program no later than March 1.

Please contact them directly for further information: Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, (617) 552-8440.

### ***Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)***

Director of Training: *Dr. James Mahalik*

The Doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-Doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-Doctoral supervised experience.

The entering Doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the Doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor.

Once admitted, Doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, and Professional Specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and the successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above. The Doctoral handbook is available in the Counseling, Developmental and Educational Psychology office.

### ***Programs in Applied Developmental and Educational Psychology***

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology, and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education, Special Education and Curriculum & Instruction descriptions for the certification in Early Childhood program.

### ***Application Deadlines for Programs in Applied Developmental and Educational Psychology***

Please note that the deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist M.A. program is February 1 for summer or fall admission, with July 15 being the *final* application deadline for fall admission.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is as follows: gsoe@bc.edu.

### ***Master's Programs in Developmental and Educational Psychology***

Students in all Master's options must take PY 414 Learning: Theories, Research and Strategies and PY 416 Child Psychology as their core within the Program.

#### **Developmental and Educational Psychology (M.A.) Option**

Coordinator: *Dr. William Kilpatrick and Dr. John Dacey*

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a Program of Study that should be completed in the first semester of matriculation. A student handbook is available in the Counseling, Developmental and Educational Psychology office.

#### **Early Childhood Specialist (M.A.)**

Coordinator: *Dr. Martha Bronson*

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally, as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 615, 520, or 542).

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool,

director of day-care and early intervention programs, or member of multi-disciplinary teams in research, government, and hospital settings. This program does not lead to certification. Those interested in certification should choose Early Childhood Teaching. A list of required courses is available from the Counseling, Developmental and Educational Psychology office.

A description of the Early Childhood Teaching Program (Pre-Kindergarten through Grade 3) is listed under programs in Teacher Education, Special Education and Curriculum & Instruction.

### ***Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology***

Coordinator: *Dr. Martha Bronson*

The Doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty bring four areas of specialization to these central themes: (1) early childhood with a focus on the development of social competency and critical thinking skills; (2) cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; (3) ethical decision making and values and character formation; and (4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development, individual differences, cognition and learning, social policy, cultural context of development, research methods, and statistics.

Courses that satisfy these requirements are listed in the Doctoral handbook for Applied Developmental and Educational Psychology available in the Counseling, Developmental and Educational Psychology office.

### **Department of Educational Research, Measurement and Evaluation**

Department Chairperson: *Dr. Joseph Pedulla*

Studies in Educational Research, Measurement and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs, and in research methodology for the social sciences and human services.

### ***Application Deadlines for Programs in Educational Research, Measurement and Evaluation***

The deadline for application to the M.Ed. program in Educational Research, Measurement and Evaluation is February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Research, Measurement and Evaluation is February 1 for summer or fall admission.

All admissions questions should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. To request a viewbook and application, email us at: grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is: gsoe@bc.edu.

### **Master of Education (M.Ed.) in Educational Research, Measurement and Evaluation**

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

### **Doctoral Program (Ph.D.) in Educational Research, Measurement and Evaluation**

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

### **Lynch Graduate School of Education Summary of Program and Degree Offerings**

#### **Department of Teacher Education, Special Education and Curriculum & Instruction**

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading Specialist: M.Ed., C.A.E.S.

Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.

Special Education (Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed, C.A.E.S.

Special Education (Students with Visual Impairments): M.Ed

Special Education (Students with Deaf-Blindness and Multiple Disabilities): M.Ed.

#### **Department of Educational Administration and Higher Education**

School Administration: M.Ed., C.A.E.S., Ph.D.

Catholic School Leadership: M.Ed., C.A.E.S.

Higher Education Administration: M.A., Ph.D.

#### **Department of Counseling, Developmental and Educational Psychology**

Counseling Psychology: M.A., Ph.D.

Developmental and Educational Psychology: M.A., Ph.D.

Early Childhood Specialist: M.A.

#### **Department of Educational Research, Measurement and Evaluation**

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

#### **Faculty**

**Mary T. Kinnane**, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

**Pierre Lambert**, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa

**Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University

**Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame

**Charles F. Smith, Jr.**, *Professor Emeritus*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

**Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

**Mary Griffin**, *Associate Professor Emeritus*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

**Edward B. Smith**, *Associate Professor Emeritus*; A.B., M.A., Loyola University; Ph.D., University of Chicago

**Kenneth W. Wegner**, *Associate Professor Emeritus*; B.S., M.Ed., Ed.D., University of Kansas

**Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

**Philip Altbach**, *Monan Professor*; A.B., A.M., Ph.D., University of Chicago

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**William K. Kilpatrick**, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

- Daniel M. Koretz**, *Professor*; B.A., Ph.D., Cornell University
- George T. Ladd**, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University
- Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
- Richard Lerner**, *Brennan Professor*; B.A., M.A., Hunter College; Ph.D., C.U.N.Y.
- M. Brinton Lykes**, *Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College
- George F. Madaus**, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
- Ina Mullis**, *Research Professor*; B.A., Ph.D., University of Colorado
- Ronald L. Nuttall**, *Professor*; A.B., A.M., Ph.D., Harvard University
- Gerald J. Pine**, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University
- Rachel Pruchno**, *Research Professor*; B.A., Michigan State University; M.A., Oakland University; Ph.D., Pennsylvania State University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa
- John Savage**, *Professor*; A.B., Iona College; Ed.D., Boston University
- Arnold R. Shore**, *Research Professor*; B.A., Temple University; M.A., University of Minnesota at Minneapolis; Ph.D., Princeton University
- Robert Starratt**, *Professor*; B.A., Boston College; M.A., Boston College; M.Ed., Harvard University; Ph.D., University of Illinois
- Mary E. Walsh**, *Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- David Blustein**, *Associate Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
- Lillian Buckley**, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University
- Martha Bronson**, *Associate Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University
- Penny Hauser-Cram**, *Associate Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- John A. Jensen**, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester
- Maureen E. Kenny**, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania
- Larry Ludlow**, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago
- James R. Mahalik**, *Associate Professor*; B.S., M.A., Ph.D., University of Maryland
- Michael Martin**, *Associate Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Jean Mooney**, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
- Bernard A. O'Brien**, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America
- Joseph M. O'Keefe, S.J.**, *Associate Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
- Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University
- Elizabeth Sparks**, *Associate Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College
- Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
- Philip DiMattia**, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College
- Lillie Albert**, *Assistant Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana
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- Eugenio Gonzales**, *Assistant Research Professor*; Lisc. Psychology, Universidad Catolica Andres Bello; Ph.D., Boston College
- Lisa Jackson**, *Assistant Professor*; B.S., Howard University; M.A., Ph.D., Stanford University
- Susana Ming Lowe**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., University of California, Santa Barbara; Ph.D., Boston University
- Kathleen Mahoney**, *Assistant Professor*; B.A., St. Michael's College, Toronto; M.A., University of Notre Dame; M.S., University of Rochester; Ph.D., University of Rochester
- Otherine Neisler**, *Assistant Professor*; B.A., Brandeis University; M.A., Fairfield University; Ph.D., Syracuse University
- David Scanlon**, *Assistant Professor*; B.A., University of New Hampshire; M.O.E., University of New Hampshire; Ph.D., University of Arizona
- Nancy J. Zollers**, *Assistant Professor*; B.S., M.S., Ph.D., Syracuse University
- Janice Jackson**, *Instructor*; B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D. (cand), Harvard University

### Undergraduate Course Offerings

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

#### PY 030 Child Growth and Development (Fall/Spring: 3)

This is the first part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. The first course (PY 030) is designed to acquaint 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. Classic theories, contemporary issues, and key research in child development will be discussed and analyzed in view of their application to educational and other applied settings.

*The Department*

#### PY 031 Family, School, and Society (Spring: 3)

*Prerequisite:* PY 030



This is the second part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. The second course (PY 031) considers the social and cultural contexts that shape developmental and educational processes. The focus is on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasis is given to the special role of education in linking community resources for an integrated approach to serving children and families.

*John Cawthorne*

*Jacqueline Lerner*

*Lisa Richardson Jackson*

*The Department*

**PY 032 Psychology of Learning (Fall/Spring: 3)**

This course investigates the learning process with particular emphasis on the development of different theories of learning, including behavioral, cognitive, and information processing theories. Special attention will be given to studies of perception, memory, concept formation, and problem-solving. The impact of emotion and motivation on learning and the neurological basis of learning will be integrated throughout the course.

*The Department*

**ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)**

This course emphasizes theories of learning and focuses on the translation of learning theories to instruction and curriculum practices at the elementary school levels (1-6). Current research on learning, effective teaching, curriculum models, and classroom management serve as a basis for study and reflection. Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.

*Janice Jackson*

*The Department*

**PY 041 Adolescent Psychology (Fall/Spring: 3)**

This course is an introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

*John Dacey*

*William Kilpatrick*

*The Department*

**ED 044 Working with Special Needs Students (Fall/Spring: 3)**

This course introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands that this diversity makes upon teachers. Beginning with an understanding of the special education services mandated by federal and state regulations, the course discusses the "Least Restrictive Environment" concept. It describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.

*Richard Jackson*

*David Scanlon*

**ED 060 Classroom Assessment (Fall/Spring: 3)**

This course stresses the assessment concerns of classroom teachers. The roles of assessment in organizing students, planning and conducting instruction, determining student learning, and

judging the quality of varied assessment techniques are presented. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEP's) for students with special needs. The course distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.

*Peter Airasian*

*Joseph Pedulla*

**ED 100 Professional Development Seminar for Freshmen**

(Fall: 1)

This class is designed as a continuation of orientation and is mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

*John Cawthorne*

**ED 101 Teaching Reading and Language Arts (Fall/Spring: 3)**

The course provides students with an understanding of how children develop language and literacy competency in a classroom setting. The focus is on models and theories of reading and writing instruction, approaches to teaching reading and language arts, and assessment of language and literacy learning.

*John Savage*

*The Department*

**ED 105 Teaching the Social Sciences and the Arts (Fall: 3)**

This course explores the major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, paying particular attention to the hidden curriculum aspects of most programs. This course will demonstrate the use of original sources, the development of critical thinking, and the use of inquiry learning.

*The Department*

**ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)**

This course presents methods and materials useful in teaching mathematics to elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

*Lillie R. Albert*

*Michael Schiro*

**ED 109 Teaching About the Natural World (Fall: 3)**

This course provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both within and outside the classroom) and students will become actively involved in the following: selecting preferred strategies; working directly with students to demonstrate model application; and initiating self/group evaluations of implementation efforts.

*George Ladd*

**PY 114 Teaching Process and Content in Early Education**

(Spring: 3)

Cross listed with ED 316

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have

concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

*Beth Casey*

*The Department*

**ED 115 Curriculum and Models in Early Education (Fall: 3)**

This course focuses both on models of early childhood education and on their implementation through the design of programs and materials. Models and methods useful for inclusion, early intervention, child care, and parent involvement are also reviewed and discussed. A general theme is the ways in which different models provide for the individual, social, and cultural differences that young children bring to the learning environment. There is a specific curricular focus on science education and the presentation of science concepts in different models.

*Martha Bronson*

**ED 116 Exploring Science and Social Studies through the Environment (Spring: 3)**

This course provides students with the opportunity to review the nature of various instructional models and their potential application to the areas of science and the social sciences in order to encourage the development of learners and their ability to formulate meaning from their own experience. Students will be actively involved in real life situations where they will be selecting, demonstrating, and evaluating teaching strategies that they have chosen to apply.

*George Ladd*

**ED 117 Language and Beginning Language Arts (Fall: 3)**

This course examines young children's spoken and written language development. Materials and activities that support young children's (birth to grade 3) language and literacy development are described. This course offers a critical view of children's developing reading and writing abilities with special emphasis on developmentally appropriate programs. Topics include teaching phonemic awareness, systematic assessment of learning, and integrating literature.

*Curt Dudley-Marling*

**ED 128 Technology Applications for Educators (Fall: 3)**

Different types of computer programs will be examined to help educators learn how to evaluate and select computer software and instructional technology tools for the classroom. The software examined in this course will include drill and practice, tutorial simulations, education games, databases, spreadsheets, and data gathering programs. Classroom management techniques and various instructional technology tools including CD ROM technology, laser disk technology, and telecommunications will be examined. This is not a course in computer programming.

*Marilyn Gardner*

**PY 147 Early Childhood Development and Learning (Fall: 3)**

This course focuses on the development and learning of the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

*The Department*

**ED 151 Early Childhood, Elementary, and Special Needs Pre-Practicum (Fall/Spring: 1)**

*Corequisites:* ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

**Graded as Pass/Fail**

This course is a one-day-a-week practicum for sophomores and juniors majoring in early childhood, elementary, moderate special needs, or intensive special needs education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

*Carol Pelletier*

**PY 152 Human Development Practicum (Fall/Spring: 3)**

Students volunteer for eight to ten hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete readings and written assignments that integrate theory and practice. This course provides an introduction to various fields within human and community service.

*The Department*

**ED 198 Readings and Research (Fall/Spring: 3)**

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

*John Cawthorne*

**ED 199 Independent Study in Education**

**(Fall/Spring/Summer: 3)**

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

*John Cawthorne*

**ED 201 Classroom Management: Children With Special Needs**

**(Fall: 3)**

This course focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. An important goal is to prepare teachers who are practiced in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Course content also considers theoretical models of discipline and classroom management strategies, and will require students to propose and develop a rationale for selection of specific techniques for a specific set of circumstances.

*Philip DiMattia*

**ED 203 Philosophy of Education (Spring: 3)**

**Cross listed with ED 403**

An introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education.

*Ana M. Martinez Aleman*

*Rev. Joseph O'Keefe, S.J.*

**ED 205 Learning and Behavior Disorders (Spring: 3)**

This is a course about children who exhibit diverse learning and behavioral challenges in the classroom and in the broader school

setting. It will examine ways that children learn best and study behavioral disorders that interfere with age appropriate development. Special education services provided to such children will be examined in the context of current reform movements that include the following: building based pre-referral teams, inclusion, teacher empowerment, untracking, cooperative learning and teaching models, and parental involvement.

*Philip DiMattia*

**ED 208 Educational Strategies: Children with Special Needs (Spring: 3)**

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning. Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

*The Department*

**ED 210 Introduction to Speech and Language Disorders (Spring: 3)**

This course presents an overview of communication disorders in children and adolescents. It covers the major problems of articulation, voice, fluency, and language. In addition, consideration is given to the impact of various types of communication disorders on performance in school. Using a case study method, students explore issues of speech and language assessment and intervention as they relate to the design of classroom accommodations and curriculum modifications.

*Jean Mooney*

**ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)**

This course 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. The course focuses on the role of the teacher in secondary education reform. The major requirement of this project-based course is the development of a curriculum guide for a six-week interdisciplinary unit.

*Otherine Johnson Neisler*

**PY 216 Research Methods and Analyses (Fall/Spring: 3)**

This course is designed to prepare professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Students will be provided with the necessary strategies and techniques to read and evaluate research studies. They will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Throughout the course emphasis will be on understanding the basic concepts underlying different approaches to research design and analysis. Research examples from the fields of human development, human services, and education will be highlighted.

*Larry Ludlow*

*The Department*

**PY 230 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite: PY 242*

This course emphasizes the study of types of functional personality disorders with emphasis on diagnostic and dynamic aspects.

It is designed to give students preparing to be counselors and other school personnel basic information for recognition and understanding of mental disturbance.

*The Department*

**ED 231 Senior Seminar in Early Childhood Education (Fall/Spring: 3)**

This capstone seminar, taken concurrently with the Practicum, provides students with an opportunity to systematically reflect on their classroom experiences. Students identify a problem related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area. Students will experience the role of reflective practitioner, and, as a result, learn how to better address student needs. The class will discuss ways to help diverse students at different developmental levels learn and will explore how to better achieve social justice in the classroom, school, and community.

*Nancy Zollers*

*The Department*

**ED 232 Senior Seminar in Elementary Education (Fall/Spring: 3)**

See ED 231 for course description.

*The Department*

**ED 233 Senior Seminar in Secondary Education (Fall/Spring: 3)**

See ED 231 for course description.

*Audrey Friedman*

*The Department*

**ED 234 Senior Seminar in Elementary and Moderate Special Needs (Fall/Spring: 3)**

See ED 231 for course description.

*The Department*

**ED 235 Senior Seminar in Elementary and Intensive Special Needs (Fall/Spring: 3)**

See ED 231 for course description.

*Nancy Zollers*

*The Department*

**PY 241 Family Dynamics and Interpersonal Relations (Fall/Spring: 3)**

*Prerequisite: PY 242*

The course provides students with an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. It examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. The course gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. The concept of interpersonal relations is viewed from historical, multicultural, gender, and developmental perspectives.

*John Dacey*

*The Department*

**PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)**

*Prerequisites: PY 030, PY 031*

This course provides an introduction to major theories of personality as developed by Western psychologists. It examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

*The Department*

**PY 243 Counseling Theories (Fall/Spring: 3)**

*Prerequisites: PY 241, PY 242*

**Open to majors in Human Development only**

This senior year course gives an introduction to the various theories of counseling.

*Bernard O'Brien*

**PY 244 Adult Psychology (Fall/Spring: 3)**

*Prerequisites:* PY030, PY031, PY041, or permission of the instructor

This course explores the 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. It also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work in or with adult populations.

*John Dacey*

*Jay King*

**PY 245 Human Development Senior Practicum (Fall/Spring: 3)****Open only to seniors majoring in Human Development**

Students meet once a week to discuss their required field work (eight to ten hours per week) and to relate their field work to the theories, research and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

*The Department*

**PY 248 Gender Roles (Spring: 3)**

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

*The Department*

**ED 250 Elementary Practicum (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234 or ED 235

This is a semester-long practicum experience (300+ clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 251 Secondary Practicum (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234 or ED 235

This is a semester-long practicum experience (300+clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 253 Elementary and Moderate Special Needs Practicum**

**(Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234 or ED 235

This is a semester-long practicum experience (300+clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, or out-of-state schools. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 254 Bilingual Practicum (Fall/Spring: 12)**

This is a semester-long practicum experience (300+clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 255 Seminar: National/International Program (Fall/Spring: 3)**

*Prerequisite:* Department permission

For students who have completed a semester of student teaching abroad. Students lead seminars on the culture of overseas and Native American reservation sites with students selected to participate in the National/International program for the following year.

*Carol Pelletier*

**ED 256 Secondary Practicum for Arts and Sciences Students (Fall/Spring: 9)**

See ED 250 for course description.

*Carol Pelletier*

**ED 258 Secondary Pre-Practicum (Fall/Spring: 1)**

*Corequisites:* ED 211, ED 323, and/or the subject methods course

This is a one day a week pre-practicum experience for sophomores and juniors majoring in secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Graded as Pass/Fail.

*Carol Pelletier*

**ED 264 Early Childhood Practicum (Fall/Spring: 12)**

See ED 250 for course description.

*Carol Pelletier*

**ED 266 Elementary and Intensive Special Needs Practicum (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234, or ED 235

This is a semester-long practicum experience (300+clock hours), five full days per week, for seniors majoring in education. Placements are made in selected Boston-area, international, or out-of-state Native American reservations. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 269 Extended Practicum (Fall/Spring: 3)**

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

*Carol Pelletier*

**ED 274 Alcohol and Other Drugs (Fall/Spring: 3)**

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concept of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

*The Department*

**ED 275 Human Sexuality (Fall/Spring: 3)**

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Current trends in sexual mores, the role of sex in relationships, and the role of sex in society will also be examined. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

*The Department*

**ED 277 Nutrition, Physical Fitness, and Weight Control (Fall: 3)**

Principles of nutrition, energy, body composition and physical activity, and their relationship to weight control and physiological conditioning will be examined.

*The Department*

**ED 278 Wellness and Health: Diagnosis and Planning (Spring: 3)**

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's lifestyle. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural, and psychological foundations of wellness/health.

*The Department*

**ED 279 Holistic Living (Fall: 3)**

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationship to the ego. Class presentations will be experiential as well as conceptual and analytical.

*The Department*

**PY 281 Child in Society (Spring: 3)**

**Open to majors in Child and Society only**

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary major in Child and Society. The course should be taken in the senior year. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives.

*The Department*

**ED 286 Honors Thesis I (Fall: 3)**

Boston College students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis. This course is open only to students who are candidates for Latin honors.

*John Cawthorne*

**ED 290 Number Theory for Teachers (Fall: 3)**

**Cross listed with MT 290**

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 the following: prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

*Margaret Kenney*

**ED 291 Geometry for Teachers (Spring: 3)**

**Cross listed with MT 291**

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.

*Margaret Kenney*

**ED 298 Honors Seminar: Philosophy of Education (Fall: 3)**

This course is on the great books of education. It includes readings and discussion of such authors as Counts, Newman, Maritain, Plato, Whitehead, Locke, Rousseau, Dewey, Adler and others. The emphasis is on reading and critical writing. The goal is to promote original thought, difference of opinion, creative expression, and the formulation of one's own philosophy of education. Open only to students in the Honors Program.

*Ana M. Martinez Aleman*

***Undergraduate and Graduate Course Offerings*****ED 300 Secondary and Middle School Science Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

This course 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 include reflection on current research: reform movements of AAAS, NRC, NSTA; inclusionary practices; interactions with experienced teachers; firsthand experience with instructional technology; and review and development of curriculum and related instructional materials.

*George Ladd*

**ED 301 Secondary and Middle School History Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

This course will demonstrate methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work is also required.

*Sara Freedman*

**ED 302 Secondary and Middle School English Methods (Fall: 3)**

*Corequisite:* Secondary and Middle School English Methods

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills are among the topics covered.

*Audrey Friedman*

**ED 303 Secondary and Middle School Language Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

This course reviews recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze avail-

able audiovisual materials (overhead transparencies, tapes, films, and computer software) and learn how to integrate these ancillaries into their lesson plans.

*The Department*

**ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

This course is designed to provide prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. This course will consider the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. It includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*Lillie R. Albert*

**ED 307 Teachers and Educational Reform (Spring: 3)**

This course will examine the literature on reform of education, focusing on the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. Each student will be expected to take a particular issue related to school reform and research it in depth. Graduate students by permission only.

*George Madaus*

**ED 316 Teaching Process and Content in Early Education (Spring: 3)**

**Cross listed with PY 114**

This course addresses early education teaching methods and content. The integration of social studies content with other early childhood curriculum areas will be incorporated in the content component of the course. The development of teaching strategies for the facilitation of critical thinking skills in children (such as problem-solving and planning and organizational skills) will be addressed in the process component of the course. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, health and physical education.

*Beth Casey*

*The Department*

**ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)**

This course includes a review of the principles and practices of developmental reading instruction and reading instruction for all learners, including at-risk learners at the middle and senior high school levels. There will be particular emphasis on teaching reading and using writing in content areas. May require field-based assignments.

*Audrey Friedman*

**ED 343 Reform and Innovation in the Middle School (Summer: 3)**

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

*The Department*

**ED 346 Teaching Bilingual Students (Summer: 3)**

This practical course deals with fostering dual language capabilities through a bilingual-ESL approach. Topics include planning

for instruction from the dual perspective of language and content, strategies for language development in heterogeneous settings, multicultural curriculum development and implementation, as well as the importance of cultural and language maintenance to identity development.

*The Department*

**ED 347 Honors Thesis II (Spring: 3)**

Boston College students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis. This course is open only to students who are candidates for Latin honors.

*John Cawthorne*

**ED 349 Sociology of Education (Fall: 3)**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. It focuses on the idea that schooling is built on cultural assumptions. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted I.K. Youn*

**ED 354 Agenda for Action Seminar (Summer: 3)**

The purpose of the course is to take a comprehensive and integrative look at the future of Catholic schools. Critical issues confronting the schools will be identified for analysis, reflection, and discussion including: Catholic identity, minority groups, governance models, technology, financial resources, etc.

*Rev. Joseph O'Keefe, S. J.*

**ED 363 Survey of Children's Literature (Fall/Spring: 3)**

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.

*John Savage*

*The Department*

**ED 367 Restructuring the Classroom with Technology (Spring: 3)**

*Prerequisites:* ED 128, ED 628 or equivalent knowledge of instructional software

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 (i.e., creating a presentation that contains text, audio, and video components). Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum web site, use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

*Marilyn Gardner*

**ED 374 Management of the Behavior of Students with Severe Special Needs (Fall/Summer: 3)**

This course addresses the behavior management challenges presented by some students with special needs. Following discussion about the diagnosis and functional analysis of these behaviors, sub-

stantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

*Alec Peck*

**ED 380 Functional Implications of Vision Pathology (Fall: 3)**

This course examines the educational implications of visual dysfunction. Structure and function of the visual system, including the neural pathways, are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course prepares students to interpret ophthalmic, optometric, and clinical low vision evaluation reports. Students are also prepared to design and carry out functional low vision assessment protocols. An overview of systems for vision stimulation, sight utilization, and visual skills training is included. This course contains a pre-practicum requirement in functional vision assessment. Pre-practicum required (25 hours).

*The Department*

**ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement. Pre-Practicum required (25 hours).

*Nancy Zollers*

**ED 386 Introduction to Sign Language and Deafness (Fall/Spring: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*The Department*

**ED 387 Intermediate Sign Language and Deafness (Spring: 3)**

*Prerequisite:* ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

*The Department*

**ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, students centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course. Pre-Practicum required (25 hours).

*Nancy Zollers*

**ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)**

This course is open to students in the Fifth Year Program only.

*John Cawthorne*

**PY 397 Social Issues and Social Policy (Spring: 3)**

This course focuses on current controversies in social issues pertaining to human development and on the policies oriented to respond to those issues. Social policy at local, state and federal levels will be discussed in relation to selected issues involving children, adolescents, and families (e.g., child maltreatment, homeless families, welfare policy). The course provides a framework for considering and analyzing policy issues.

*The Department*

**ED 398 Working with Families and Human Service Agencies (Fall: 3)**

This course explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact that a child with special needs may have on a family, including the stages of acceptance and the roles which parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is locating these services in a local community. Pre-practicum required (25 hours).

*Alec Peck*

**Graduate Course Offerings**

**ED 403 Philosophy of Education (Spring: 3)**

**Cross listed with ED 203**

This is an introduction to the philosophy of education, understood both as a systematic body of thinking about teaching and education and, especially, as a process of analyzing arguments about teaching and education.

*Ana M. Martinez Aleman*

*Rev. Joseph O'Keefe, S.J.*

**ED 407 Secondary Curriculum and Instruction (Fall/Spring/Summer: 3)**

This course is designed to introduce prospective secondary teachers to the complexities of the work of secondary school teachers within specific, diverse communities; the historical development of the secondary schools and their curriculum, and the controversies that continue to affect their development; the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching throughout their teaching lives.

*Sara Freedman*

**ED 411 Teaching Learning Strategies to Low Achieving Students (Summer: 3)**

This course conducted as a one week summer institute is designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. The focus is on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving. The cognitive and metacognitive strategies are conceptually rooted in cognitive psychology and have been designed and field tested over the past 20 years at the University of Kansas, Center for Research on Learning.

*Jean Mooney*

**ED 413 Models and Methods in Early Education (Fall: 3)**

The major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models are presented and discussed in this course. Models and methods useful for inclusion, early intervention, child care, and parent involvement are also reviewed and discussed. The course focuses on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment. Students are encouraged to explore their own model of early childhood education. There is a specific curricular focus on science education and the presentation of science concepts in different models.

*Martha Bronson*

**PY 414 Learning Theory and Cognition (Spring: 3)**

This course focuses on understanding the principles of learning and cognition and their application to human services and education. Specific goals include: gaining a historical overview of the different approaches to the study of human learning and cognition, understanding theories and research on learning and cognition and their application to real world situations, and developing an understanding of individual differences in how people learn and process information.

*Beth Casey*

**PY 415 The Psychology of Adolescence (Spring: 3)**

This course provides an analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

*William Kilpatrick*

**PY 416 Child Psychology (Fall: 3)**

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological, and social environment. Typically, concentrating on the school-aged child is discussed within the framework of contemporary theories of child growth.

*The Department*

**PY 417 Adult Psychology (Fall: 3)**

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.

*John Dacey*

**PY 418 Applied Developmental Psychology: Emphasis on Child (Fall/Summer: 3)**

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

*The Department*

**ED 419 Early Childhood Advanced Provisional Practicum (Fall/Spring: 3)**

*Prerequisites:* Successful completion of all required pre-practicum field assignments and courses

This is a semester-long practicum experience, five full days per week, for graduate students in certification programs. Placements are made in selected area, international, out-of-state, or non-school sites. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 420 Elementary Advanced Provisional Practicum (Fall/Spring: 3)**

This is a semester-long provisional practicum, five full days per week, for graduate students in certification programs. Placements are made in selected area, international, out-of-state, or non-school sites. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 421 Theories of Instruction (Spring: 3)**

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*George Ladd*

**ED 422 Teacher Education Advanced Provisional Internship (Fall/Spring: 3)**

*Prerequisites:* Successful completion of all required pre-practicum field assignments and courses

These are semester-long practicum experiences (300+ clock hours), five full days per week, for contract teachers currently employed in a school district. Site choice must be pre-approved by Director of Practicum Experiences. Apply to the Office of Professional Practicum Experiences.

*Carol Pelletier*

**ED 428 Secondary Advanced Provisional Practicum (Fall/Spring: 3)**

This is a semester-long provisional practicum, five full days per week, for graduate students in certification programs. Placements are made in selected area, international, out-of-state, or non-school sites. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 429 Graduate Pre-Practicum (Fall/Spring: 1)**

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

*Carol Pelletier*



**ED 434 Topics in Mathematics for Elementary School Teachers (Summer: 3)**

Topics relevant to the National Council of Teachers of Mathematics Curriculum and Evaluation Standards K-6 are covered in a lecture, discussion, and workshop format. Includes meaningful use of manipulatives, visual representations of concepts and operations, teaching mathematics through children's literature, teacher-made games, and computers in elementary school mathematics.

*Michael Schiro*

**ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)**

This course will examine the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

*The Department*

**ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)**

This course asks teachers to analyze the philosophical underpinnings of educational practices. It also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. This course is designed for individuals advanced in their professional development.

*Gerald Pine*

*Michael Schiro*

**ED 437 Clinical Seminar: Teacher As Researcher (Fall/Spring: 3)**

In this course teachers will conduct systematic inquiry about experiences they encounter during their full practicum. It will help teachers learn how to be teacher researchers by introducing them to different types of research; helping them develop teacher research skills; and introducing them to ways of creating linkages to a larger group of colleagues. This course is designed for individuals participating in their full practicum experience.

*Marilyn Cochran-Smith*

*Othevine Johnson Neisler*

*Gerald Pine*

*Nancy Zollers*

**ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)**

This course is designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. The course creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary, and Secondary Education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

*Richard Jackson*

*Jean Mooney*

*David Scanlon*

*Nancy Zollers*

**PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)**

**Only Counseling Psychology majors may take this course in the fall.**

This course provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

*James Mahalik*

**PY 441 Issues in Counseling Men (Summer: 3)**

The course will examine issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically, the seminar will examine how men's roles impact on their personal development through the life span as well as impact on men's health, roles as partners and fathers, and how men approach mental health services. Issue specific to counseling men from access to services to creating therapeutic environments for men will be examined. Case analysis using transcript and videotapes will be used in discussing case material.

*James Mahalik*

**PY 443 Psychoanalytic Case Conceptualization (Spring: 3)**

**Cross listed with UN 443**

This seminar investigates psychoanalytic theory through the context of the clinical encounter. Students will, through reading and case presentations, develop a facility in translating psychoanalytic theory into practice and in understanding their clinical cases through the lens of theory. The course emphasizes how theory becomes alive in therapy, how it guides action and understanding, and how it impacts listening. As such, clinical practice is explored as a creative encounter guided by analytic principles. Concepts such as the unconscious, defense, repetition, neurosis, transference, the holding environment, and others are examined with this emphasis.

*Karen Weisgerber*

**PY 444 Comparative Personality Theories (Fall: 3)**

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, and humanistic and constructive-developmental theory are examined. Contributions of race, gender, and social class to personality are discussed. This course serves as a foundational course for Counseling Psychology students.

*The Department*

**PY 445 Clinical Child Psychology (Fall: 3)**

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will be considered.

*Maureen Kenny*

**PY 446 Counseling Theory and Process (Spring: 3)**

*Prerequisite:* PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model.

Class format includes lecture/discussion, small group exercises, and analysis of case material from some of the originators of leading counseling orientations.

*James Mahalik*  
*The Department*

**PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)**

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. This course is designed for individuals beginning their professional development in education who plan to work with adolescents.

*The Department*

**PY 448 Career Counseling and Development (Fall/Spring: 3)**

This course is an introduction to the psychology and sociology of work and career choice, and career development theory. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, people with disabilities and non-college youth. Class meetings include lecture and discussion components.

*David Blustein*  
*Susana Ming Lowe*

**PY 449 Alternative Assessment (Summer: 3)**

This course explores alternatives to traditional assessment, including portfolios, authentic assessment, and performance-based assessment. Issues related to the development and uses of alternative assessments in classroom-based assessment, system-wide evaluation, and state/national testing are explored.

*The Department*

**ED 450 Foundations of Educational Administration (Fall/Summer: 3)**

This course brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.

*Irwin Blumer*  
*Robert J. Starratt*

**ED 451 Human Resources Administration (Spring/Summer: 3)**

This course 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. More specifically, the course situates human resource development within the larger agenda of increased quality of student learning and the democratization of the school environment.

*Robert J. Starratt*

**ED/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)**

This course is designed to improve the student's understanding of the research literature in education and psychology. The course concentrates on developing the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the

accurate interpretation of statistical data and on the evaluation of published research. This course does not fulfill the doctoral requirement.

*John Jensen*  
*Larry Ludlow*

**ED/PY 462 Assessment and Test Construction (Fall: 3)**

This course addresses the major problems of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. The emphasis is on practical application to classroom use. Basic techniques of test construction, item writing, and analysis are included.

*Joseph Pedulla*

**PY 464 Intellectual Assessment (Fall: 3)**

**For Doctoral and Master's students in Counseling Psychology. Others by permission only.**

This course is a critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals are addressed.

*Maureen Kenny*

**PY 465 Psychological Testing (Fall/Spring: 3)**

This is an introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments are included. Laboratory experience in administration, scoring, and interpretation of psychological tests will be gained as well.

*The Department*

**ED 466 Models of Curriculum and Program Evaluation (Fall: 3)**

This is an intensive study of the leading models of program and curriculum evaluation. Their strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.

*George Madaus*

**ED/PY 468 Introductory Statistics (Fall/Summer: 3)**

This is an introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Computer instruction in the alpha operating system and SPSS statistical package are provided.

*John Jensen*  
*Larry Ludlow*

**ED/PY 469 Intermediate Statistics (Fall/Spring: 3)**

*Prerequisite:* ED/PY 468 or its equivalent and computing skills

This course normally follows ED/PY 468 or its equivalent. Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and

contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

*John Jensen*

*Larry Ludlow*

**ED 471 Learning Dimensions: Theory and Practice (Summer: 3)**

Classroom instructional practice and development of higher level thinking and learning skills are emphasized. Attention is given to learning styles and an in-depth application of learning theory for more effective communication with students and adults.

*The Department*

**ED 473 Teaching Writing (Summer: 3)**

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

*Bonnie Rudner*

**ED 480 Assistive Technology for Individuals with Disabilities (Summer: 3)**

Provides an overview of the emerging field of assistive technology. Emphasizes an interdisciplinary perspective for the practical application of technology solutions to children and young adults with disabilities. Lectures, demonstrations, readings, and discussions examine a wide range of adaptive technologies for increasing both independence and personal productivity in home, school, and community settings.

*Richard Jackson*

**ED 486 Braille Skills for the Visually Impaired (Spring: 3)**

Students learn to read and write Grade II literary Braille and Nemeth Code (visually). Emphasis is placed on the preparation of Braille Media at all levels. Students are also exposed to automated Braille transcription using BEX for Apple and Duxbury for DOS and Macintosh OS. This course requires field-based assignments in Braille transcription and materials preparation. Pre-practicum required (25 hours).

*The Department*

**ED 487 Blindness and Visual Impairment (Fall: 3)**

This is a first course in the study of work with individuals who have visual disabilities. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and professional style of service delivery.

*Richard Jackson*

**ED 491 Deaf-Blind and Multiple Disabilities Advanced Provisional Practicum (Fall/Spring: 3)**

This is a semester-long provisional practica, five full days per week, for graduate students in certification programs. Placements are made in selected Boston-area, international, or out-of-state Native American reservations. This is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 492 Organization and Administration of Services for Individuals Who Are Deaf-Blind or Multiply Disabled (Spring: 3)**

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with

their implications for intervention with persons with deaf-blindness. Legislation and litigation relating to special services for individuals with deaf-blindness are overviewed. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

*Barbara McLetchie*

**ED 493 Language Acquisition Module (Fall: 1)**

*Corequisite:* ED 593

See course description for ED 593.

*The Department*

**ED 504 Special Needs Advanced Provisional Practicum (Fall/Spring: 3)**

See ED 419 for course description.

*Carol Pelletier*

**ED 505 Vision Advanced Provisional Practicum (Fall/Spring: 3)**

See ED 419 for course description.

*Carol Pelletier*

**ED/PY 511 Alternative Strategies for Working with Children Affected by Organized Violence (Summer: 3)**

This multicultural, interdisciplinary workshop will introduce its participants to theoretical and practical knowledge of techniques of play, dramatization, drawing, movement, and sound as resources for an alternative approach to mental health work with survivors of organized violence and oppression.

*The Department*

**ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)**

This course examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

*Marilyn Cochran-Smith*

**PY 518 Cognitive and Affective Bases of Behavior Across the Life Span (Fall/Spring/Summer: 3)**

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

*The Department*

**ED 520 Teaching Mathematics and Technology (Fall: 3)**

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

*Lillie R. Albert*

*Michael Schiro*

**ED 528 Understanding Learning Disabilities and Education (Summer: 3)**

*Prerequisites:* ED 044 or ED 438, or waiver for equivalent experience

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are, characteristics of students with LD across the life span and major approaches to service delivery and

instruction. Some teaching methods will be shared. Reading will be required. This course is appropriate for educators working at the elementary level and higher.

*David Scanlon*

**PY 528 Multicultural Issues (Spring/Summer: 3)**

This course is designed to assist Counseling Psychology students and those in related disciplines (such as higher education, developmental psychology, nursing) to become more effective in their work with ethnic minority and homosexual clients. The course is designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. It will examine the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and will also present an overview of relevant research.

*Susana Ming Lowe*

*The Department*

**PY 529 Psychology of Drug and Alcohol Abuse (Summer: 3)**

This course is designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

*The Department*

**ED 542 Teaching Reading and Language Arts (Fall: 3)**

This course examines the nature of oral and written language learning and development (K-12) within a variety of instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships among language areas, assessment, and research that affects classroom reading and writing instruction.

*Curt Dudley-Marling*

*John Savage*

**PY 549 Psychopathology (Fall/Spring: 3)**

*Prerequisite:* PY 444 or equivalent

This course examines selected DSM-IV disorders and considers diagnostic issues, historical changes, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and interpret various forms of psychopathology.

*Elizabeth Sparks*

*The Department*

**ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)**

This seminar will examine policy issues related to educational testing and assessment.

*Albert Beaton*

**ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice (Spring: 3)**

*Offered Periodically*

This course is designed to examine measurement concepts and data collection procedures in the context of large-scale (i.e., district, state, national, and international) assessment. The technical, operational, and political issues are considered in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Framework development, instrument development, sampling, data collection, analysis, and reporting are covered in relation to both standardized educational achievement tests and questionnaires.

*The Department*

**ED 577 Elementary Internship (Fall/Spring: 3)**

See ED 422 for course description.

*Carol Pelletier*

**ED 579 Educational Assessment of Learning Problems (Fall: 3)**

*Not open to Special Students*

This course focuses on formal and informal approaches to the non-discriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress. Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.

*Jean Mooney*

**ED 583 Foundations of Orientation and Mobility for the Visually Impaired (Summer: 3)**

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor, and pre-cane mobility.

*Richard Jackson*

**ED 586 Curriculum Research Seminar: Mathematics and Literacy Education (Spring: 3)**

*Offered Periodically*

This course will explore relationships among the fields of mathematics education and literacy education (reading and the language arts). Students will both participate in ongoing research projects and carry out their own research projects. The major content areas that will be examined will be the similarities and differences between the curriculum materials that exist in literacy and mathematics education, the instructional procedures advocated for use in the two fields, the research traditions of the two fields, and the myths that guide practitioners within the two fields.

*Michael Schiro*

**ED 587 Teaching and Learning Strategies (Spring: 3)**

*Prerequisite:* ED 579

*Not open to Special Students*

This course is oriented to the development of Individual Education Programs (IEP) for students with special needs. It includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies.

*Jean Mooney*

*David Scanlon*

**ED 588 Curriculum and Instructional Strategies for the Visually Impaired (Spring: 3)**

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.

*Richard Jackson*

**ED 592 Foundations of Language and Literacy Development (Fall: 3)**

This course is an introduction and an overview of language and literacy development. Contents include the following: basic elements of language acquisition, current theories of normal language development, issues related to delayed or different language devel-

opment, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.

*The Department*

**ED 593 Introduction to Speech and Language Disorders (Fall: 3)**

*Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall: 3)**

*Prerequisite:* ED 542 or equivalent

This course 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). The focus is on the needs of students from varied populations. The course content includes consulting skills and laws related to reading and literacy issues.

*Curt Dudley-Marling*

**ED 601 Seminar in Statistical and Measurement Topics (Spring: 3)**

*Prerequisite:* ED/PY 468 and ED/PY 469

This seminar will investigate various research topics using data from the Third International Mathematics and Science Study (TIMSS). These data will be used to demonstrate advanced and original statistical methods.

*Albert Beaton*

**PY 605 Ethical and Legal Issues in Counseling Psychology (Summer: 3)**

This course examines legal and ethical issues in the practice of mental health counseling. Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in counselor education and supervision; impaired professionals; dual role relationships; psychological assessment; issues specific to ethnic and non-ethnic minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals. Students will develop ethical decision making skills that support the highest quality of care for their clients and patients within professional standards of practice.

*Roger Worthington*

*The Department*

**ED 609 Clinical Experience in Early Childhood (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 610 Clinical Experience in Elementary Education (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience (at least 20 hours/week) for advanced level students working in schools in a professional role. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**PY 611 Learning and Development: The Special Needs of Early Learners (Spring: 3)**

This course will focus on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

*Beth Casey*

**ED 612 Clinical Experience in Secondary Education (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience (at least 20 hours/week) for advanced level students working in schools in a professional role. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 613 Severe/Intensive Advanced Provisional Practicum (Fall/Spring: 3)**

See ED 419 for course description.

*Carol Pelletier*

**ED 614 Clinical Experience in Special Needs (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience (at least 20 hours/week) for advanced level students working in schools in a professional role. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 615 Teaching Across the Disciplines (Fall: 3)**

This course presents ways in which the natural sciences, social studies, the arts, health, and movement education can be taught in preschool and elementary schools. It emphasizes an interdisciplinary approach related to the selection and use of teaching strategies and instructional materials. The course also examines basic principles of instruction theory, along with past and current policies that influence teaching.

*The Department*

**ED 617 The Principalship (Fall: 3)**

This course will introduce students to the role and responsibilities of the principal. It will help students to understand the traits that make one a successful principal. Emphasis will be placed on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. The students will explore the complexities of effective leadership in theoretical and practical terms.

*Irwin Blumer*

**ED 619 Ethics and Equity in Education (Fall: 3)**

In this course, students are asked to consider not only what should be done to create equitable school communities, but why the effort should be undertaken in a democratic society. Students are asked to examine the historical and political backgrounds of the major cultural groups in school districts, especially those that have been marginalized (persons of color, the poor, immigrants, and women), and to explore the appropriateness of various curricular and instructional models for a wide range of children.

*Robert J. Starratt*

**ED 620 Practicum in Supervision (Spring: 3)**

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*Irwin Blumer*

**ED 622 Practicum in School Principalship (Spring: 3)**

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*Irwin Blumer*

**ED 623 Practicum in Superintendency (Spring: 3)**

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*Irwin Blumer*

**ED 625 Managing Emerging Technologies (Summer: 3)**

This course introduces school administrators to computer-related technologies that are of use in management, research, and school curricula. The use of spreadsheets, databases, graphics, presentation software, web pages, and commercially available curriculum software are addressed both from a hands-on practical perspective and from the perspective of critical issues such as impact, equity and/or quality. Substantial lab time is included during the course and students are required to supplement this with personal lab time.

*Alec Peck*

**ED 626 Seminar in Educational Administration (Spring: 3)**

*Corequisites:* ED 620, ED 622, ED 623, or ED 653

This seminar is designed to enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration, along with day-to-day school management issues.

*Rev. Joseph O'Keefe*

**ED 628 Computer Applications for Educators (Fall/Summer: 3)**

Using criteria related to effective instructional management and learning styles, educators will actively critique commercially available software designed for use in classrooms. Students will also develop programs, presentations, and web pages that are useful in their own classrooms, incorporating text, graphics and sound. Substantial lab time is included in the course and students are required to supplement this with personal lab time.

*Marilyn Gardner*

**ED/PY 633 The Impact of Psychosocial Issues on Learning (Summer: 3)**

An examination, from a holistic perspective, of the psychological and social issues (e.g., depression, violence, abuse) that affect learning in children and adolescents. The role of risk and protective factors in the development of vulnerability and resilience will be discussed. The course will highlight collaboration of educators with professionals involved in addressing psychological and social issues. Nine-hour field lab experience is included.

*The Department*

**ED 635 Educating Christians: Past, Present, and Future (Spring: 3)**

**Cross listed with TH 717**

This course will draw upon the history of the Church's educational ministry to enlighten its present pastoral praxis. It will emphasize reading original and classical documents as a treasury of wisdom for religious education and pastoral ministry both now and in the future. The course will closely parallel the history of theology and the history of Western education.

*Thomas H. Groome*

**PY 638 Principles of Short Term Counseling (Spring/Summer: 3)**

This course will examine the theoretical foundations and empirical status of behavior therapy. The efficacy of these models and other integrative approaches will be analyzed through clinical application.

*The Department*

**PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring: 3)**

*Prerequisite:* Consent of instructor. Advance sign up in Counseling Psychology Office required.

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research. Limited to 20 students.

*David Blustein*

*Bernard O'Brien*

**PY 642 Introduction to Play Therapy (Summer: 3)**

An examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Techniques, methods, and processes of play therapy will be discussed, as well as strengths and limitations of this treatment approach.

*The Department*

**PY 643 Practicum in School Counseling Pre-K-9 (Fall/Spring: 3)**

*Prerequisites:* Consent of Practicum Coordinator, Dr. Sandra Morse  
**Open only to Counseling degree students seeking certification in school guidance counseling grades Pre-K-9**

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

*The Department*

**PY 644 Practicum in School Counseling, 5-12 (Fall/Spring: 3)**

*Prerequisites:* Consent of Practicum Coordinator, Dr. Sandra Morse  
**Open only to Counseling degree students seeking certification in school guidance counseling grades 5-12**

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

*The Department*

**PY 646 Internship-Counseling I (Fall: 3)**

*Prerequisites:* Consent of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

*The Department*

**PY 648 Practicum in Counseling (Fall/Spring: 3)**

**Open only to Counseling Psychology students**

Pre-internship, supervised curricular experience that provides for the development of counseling and group work skills under supervision. Training consists of peer role plays and laboratory experiences with individual and group supervision.

*Sandra Morse*

**ED 650 Measurement Issues in Large-Scale Assessment**

(Summer: 3)

**Offered Periodically**

This seminar is designed to acquaint students with a strong measurement background with the measurement principles and techniques involved in conducting large-scale assessments of students' educational achievements in various curriculum areas. Drawing on the experience of national and international assessments, the topics discussed will include test specifications, bias and cross-cultural considerations, assessment design, sampling, data collection, open-ended scoring, IRT scaling, equating, data analysis, and reporting.

*The Department*

**ED 652 Practicum in Special Education Administration**

(Spring: 3)

*Corequisite:* ED 626

A semester-long, field based experience in the role of a special education administrator. The practicum is supervised by a university faculty member.

*The Department*

**ED 658 Reading and Writing Poetry in the Elementary and Middle School (Summer: 3)**

**Offered Periodically**

This course explores types and literary elements of poetry written for and by elementary and middle school children. Strategies for reading poetry with children and enhancing children's poetry compositions are reviewed.

*The Department*

**PY 662 Projective Assessment (Spring: 3)**

*Prerequisite:* PY 464

**Limited to doctoral students in Counseling Psychology, although others are admitted by permission of the instructor**

Theory, administration, and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures, and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques.

*Maureen Kenny*

**ED/PY 664 Design of Experiments (Spring: 3)**

*Prerequisite:* ED/PY 468 and ED/PY 469

This course will cover topics in and the underlying logic of experimental designs including full factorial, fractional factorial, matrices, loss functions, and the use of means and variances as dependent variables.

*Ronald Nuttall*

**ED/PY 667 General Linear Models (Fall: 3)**

*Prerequisite:* ED/PY 468 and ED/PY 469

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; step-up versus step-down procedures; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

*Larry Ludlow*

**ED/PY 668 Multivariate Statistical Analysis (Spring: 3)**

*Prerequisite:* ED/PY 468 and ED/PY 469; ED/PY 667 is recommended

This course provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

*Larry Ludlow*

**ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Summer: 3)**

This course examines the complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. The major areas that will be examined are 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*

**ED 675 Consultation and Collaboration in Education (Spring: 3)**

This course is designed for educators who enter into supportive or consultative relationships with each other, with other profes-

sionals, and with parents. In addition to competence in their disciplinary areas, educators now need to be able to interact effectively with other adults in problem solving and decision making capacities. The course will present conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults.

*Alec Peck*

*The Department*

**ED 676 Catholic Schools in the 1990s (Summer: 3)**

*Prerequisite:* By arrangement

This course focuses on the financing and restructuring of Catholic education. Course content includes case studies, approved readings, and participation in the Selected Programs for Improving Catholic Education (SPICE) conference, held annually at Boston College. SPICE highlights and recognizes outstanding K-12 Catholic school programs throughout the nation.

*Rev. Joseph O'Keefe, S.J.*

**ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*The Department*

**ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Barbara McLetchie*

**ED 703 Clinical Experience in Vision (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements.

This course is a semester-long, full-time clinical experience (at least 20 hours/week) for advanced level students working in schools in a professional role. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Carol Pelletier*

**ED 705 Education Law and Public Policy (Fall: 3)**

This course addresses the political and legal aspects of the role of education in our democratic society. It provides an introductory survey of public policy issues and laws governing public preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*Diana Pullin*

**ED 708 Issues in Higher Education (Fall/Summer: 3)**

Topical courses in post-secondary education taught by scholars from the Higher Education program faculty and outside institutions are offered on a rotating basis. The course focuses on specific topics such as the following: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the preregistration period.

*Kathleen Maboney*

**ED 709 Research on Teaching (Fall: 3)**

This course is designed to introduce Ph.D. students to conceptual and empirical teachers and teaching as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development.

*Marilyn Cochran-Smith*

**ED 711 Historical and Political Contexts of Curriculum (Spring: 3)**

This course will introduce Ph.D. students in Curriculum and Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. The course will focus on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic and social contexts that have marked their conceptualization and change inside and outside of schools.

*Sara Freedman*

*The Department*

**PY 714 Advanced Research Methods in Counseling, Developmental and Educational Psychology (Spring: 3)**

This course focuses on methods involved in the identification and measurement of change, reviews multivariate versus univariate analyses of change, and discusses the nature of developmentally-sensitive research designs. Classical versus developmental issues in test theory and techniques pertinent to establishing measurement equivalence are reviewed, and methodological issues pertinent to discriminating between intraindividual change and interindividual differences are discussed. The nature of structural and measurement models useful in the study of change is presented, strategies for triangulation across methods are reviewed, and the role of sequential methods in partitioning developmental variance into cohort, time-of-testing, and age-associated influences is discussed.

*Richard Lerner*

**ED 725 Reading Provisional Practicum (Fall/Spring: 3)**

See ED 419 for course description.

*Carol Pelletier*

**ED 726 Clinical Experience in Reading (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

See ED 609 for course description.

*Carol Pelletier*

**PY 740 Psychology of Women (Spring: 3)**

An examination of major theories and research topics in the field of the psychology of women: gender differences; theory and



research on women's social, affective, and cognitive development; discussion of social context; race and ethnicity of women; women's issues and implications for counseling; and methodological issues in conducting research in the above areas.

*The Department*

**PY 741 Advanced Seminar in Psychopathology (Spring: 3)**

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

*Mary Walsh*

**PY 743 Counseling Families (Fall/Spring: 3)**

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

*Eitony Aldarondo*

*Mary Walsh*

**PY 745 Biological Bases of Behavior (Fall: 3)**

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological, and psycho-physiological theory and research will be reviewed as these apply.

*The Department*

**PY 746 Internship-Counseling II (Spring: 3)**

*Prerequisites:* PY 646 and consent of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

*The Department*

**PY 748 Practicum in Counseling II (Spring: 3)**

This course is a continuation of PY 648 (see that course for description).

*Sandra Morse*

**ED 755 Theories of Leadership (Fall: 3)**

This course explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Models and processes of institutional restructuring and inter-professional collaboration are highlighted. This course is recommended for doctoral students.

*The Department*

**ED 770 Higher Education in American Society (Fall: 3)**

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the 20th century. Attention is also paid to the impact of federal and state governments on higher

education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

*Philip Altbach*

**ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)**

This course focuses on how the American university is organized and governed. From the organizational perspective, it examines the basic elements as well as structure and process of the American university. Such topics as models of governance, locus of control, leadership, and strategic environments for the American university are considered.

*Ted I.K. Youn*

**ED 772 Student Affairs Administration (Fall/Spring: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Karen Arnold*

**ED 773 Teaching and Learning in Higher Education (Spring: 3)**

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

*The Department*

**ED 774 The Community-Junior College (Spring: 3)**

This course is an examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

*The Department*

**ED/PY 778 College Student Development (Fall: 3)**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

*Karen Arnold*

**ED 779 Global and Comparative Systems in Higher Education (Fall: 3)**

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

*Philip Altbach*

**ED 782 Clinical Experience in Severe/Intensive Special Needs (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

See ED 609 for course description.

*Carol Pelletier*

**ED 783 Clinical Experience in Deaf-Blind and Multiple Disabilities (Fall/Spring: 6)**

See ED 609 for course description.

*Carol Pelletier*

**PY 784 Child Abuse: A Psychological Perspective (Summer: 3)**

This course will cover the major theoretical approaches to understanding child maltreatment—its manifestations, causes, and modes of prevention. The complexities of recognizing abuse and treating its victims will be discussed. The perspectives of multiple professions—law, health, psychology, social work, and education—will also be addressed.

*The Department*

**ED 785 Classroom Management: Strategies for Avoiding Destructive Conflict (Summer: 3)**

Systematic approach to classroom management provides a framework to explore issues and problems of discipline and techniques for providing a more stress-free atmosphere. Emphasis is on understanding the dynamics of complex human and organizational behavior and on practice; opportunities to observe new behavior and judge their effectiveness are presented. Case studies allow professionals to integrate concepts and skills, apply analytical adeptness, and develop strategies for creating instructional environments that introduce more effective ways of addressing the challenging student. Especially appropriate for administrators, teachers, and those concerned with classroom behavior.

*Philip DiMattia*

**ED 801 Clinical Experience and Seminar in Administration (Fall/Spring: 3)**

This year-long, field-based seminar is offered for students seeking full certification in educational administration. The course is designed to assist experienced school administrators in dealing effectively with day-to-day school management issues, and to link theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particular attention is given to methods of evaluation and supervision of adult members of the school community.

*Robert J. Starratt*

**ED 808 Public Policy, Politics, and Higher Education (Fall: 3)**

This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

*Ted I.K. Youn*

**PY 813 Seminar in Social Development and Parenting (Fall: 3)**

This seminar will focus on the social development of the child, with special emphasis on parenting variables and social-cognitive understanding in the context of cultural meaning systems. We will consider socialization and parenting from the biological/ethological, behavioral/environmental, socio-cultural, and social-cognitive theoretical perspectives.

*Jacqueline Lerner*

**ED 819 Educational Change (Fall: 3)**

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

*Gerald Pine*

**ED/PY 829 Design of Research (Fall/Spring: 3)**

This course examines different approaches to the design of qualitative and quantitative research. The epistemology underlying these broad traditions of research designs will be discussed, as will the nature of research problems that different designs may be used to investigate. The manner in which different designs and methods may be used to complement one another also will be treated.

*Walter Haney*

*Joseph Pedulla*

**ED 830 Directed Research in Religious Education (Fall/Spring: 3)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Harold (Bud) Horell, Coordinator*

**PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)**

*Prerequisite:* Consent of Director of Training

**Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission**

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

*The Department*

**PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3)****Doctoral students in Counseling Psychology only**

This seminar examines the counseling psychology literature emphasizing psychotherapy and counseling treatment research. The seminar format is designed for students to participate actively in class discussions and individual and small group presentations. Students are expected to review critically and discuss the current literature, to present and critique research exemplifying particular topics and designs, and to propose empirical studies that could advance the counseling psychology research agenda. Sign up in the Counseling Psychology Office in advance.

*James Mahalik*

**PY 842 Seminar in Counseling Theory (Spring: 3)****Doctoral students in Counseling Psychology only**

The purpose of this course is threefold: first, to examine critically certain basic issues and concepts that must be dealt with by any theory of counseling; second, to outline cultural factors mediating between reality and theory; and third, to apply those concepts in the analysis of contemporary theories of counseling and psychotherapy. During the course of the semester, nine main issues are dealt with including: (1) the concept of the person; (2) the logic of explanation in counseling theory; (3) the purpose of living; (4) the self; (5) emotion; (6) rationality; (7) freedom and determinism; (8) values and morals; and (9) therapeutic change.

*Etiony Aldarondo*

**PY 844 Seminar in Counseling Supervision (Spring: 3)**

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator. Sign up in the Counseling Psychology Office in advance.

*The Department*

**PY 846 Advanced Pre-internship Counseling Practicum (Fall/Spring: 1)**

*Prerequisites:* Advanced Pre-internship Counseling Practicum

**2 credits in the spring semester**

Pre-internship placement in mental health setting accompanied by biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

*Mary Walsh*

**PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)**

*Prerequisites:* Consent of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)

**Doctoral candidates in Counseling Psychology only**

Internships cover a calendar year and students must complete the equivalent of one full year (40 hours/week) either for four semesters (1 credit hour per semester) or for two semesters (2 credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities. By arrangement.

*Elizabeth Sparks*

*Mary Walsh*

**ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)**

Students will be introduced to the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. The course requires a research project involving participant observation and/or interviewing.

*The Department*

**ED 852 Administrative Communication (Spring: 3)**

The aim of this course is to help students understand administrative communication in its broadest sense within school settings and with outside constituencies. Particular attention is paid to understanding the issues associated with communicating in a diverse society where issues of race, class, gender, and power figure predominately. Issues addressed include labor negotiations, alternative dispute resolution, facilitation of group processes, staff morale, parent relations, and student behavior. The needs and demands of central office personnel, community and public agencies, and the media are addressed.

*Rev. Joseph O'Keefe, S.J.*

*Robert J. Starratt*

**ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. By arrangement.

*Marilyn Cochran-Smith*

**ED/PY 860 Survey Methods in Educational and Social Research (Spring: 3)**

*Prerequisite:* ED/PY 468 and ED/PY 469

**Offered Periodically**

The design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Practical issues such as using available sampling frames and minimizing non-response will also be covered.

*The Department*

**ED/PY 861 Construction of Attitude and Opinion Questionnaires (Fall: 3)**

This course is usually taken with ED/PY 860 the second semester as the first of a two-course sequence. Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed.

*Ronald Nuttall*

**ED 873 Curriculum Development and Design in Higher Education (Fall: 3)**

This course focuses on the evolution of the undergraduate curriculum in American higher education by tracing major social and cultural forces that have influenced the nature and purpose of undergraduate education. It will also examine the ways to assess the effectiveness of undergraduate teaching and learning in contemporary institutions.

*Ted I.K. Youn*

**ED 878 Seminar on Law and Higher Education (Spring: 3)**

*Prerequisite:* ED 705 or Law Student

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

*Diana Pullin*

**ED 879 Gender Issues in Higher Education (Fall: 3)**

**Restricted to doctoral students or master's students with permission**

Topics include the following: the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

*Ana M. Martinez Aleman*

**PY 879 Introduction to Psychoanalysis (Fall: 3)**

**Cross listed with UN 879**

**For graduate students and upper division undergraduates with departmental permission.**

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will

also be explored. This course is particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education.

*The Department*

**ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)**

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

*Dennis Shirley*

**ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)**

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

*Dennis Shirley*

**ED 901 Urban Catholic Teacher Corps (Fall/Spring/Summer: 0)  
Open only to teachers participating in the Urban Catholic Teacher Corps Program**

See UCTC program brochure for details, or contact the Program office at (617) 552-0602.

*Madeleine Gervais*

**ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. By arrangement.

*The Department*

**PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. By arrangement.

*Maureen Kenny*

**PY 916 Seminar in Theories of Child Development (Fall: 3)**

This course provides an opportunity to discuss classic and current theories of child development. Primary work of critical theorists will be read and discussed, as well as current empirical work derived from different theoretical bases. The links among theory, research, and application will be a central theme throughout the course.

*Penny Hauser-Cram*

**PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)**

An advanced presentation of the basic processes of cognitive and affective development. The course discusses historical, philosophical, theoretical, and methodological issues in research in cognitive and affective development across the life span.

*Richard Lerner*

**ED 921 Readings and Research in Higher Education Administration (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. By arrangement.

*Robert J. Starratt*

**ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Spring: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*Ronald Nuttall*

**PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Spring: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*Jim Mahalik*

**ED 951 Dissertation Seminar in Curriculum and Instruction (Spring: 3)**

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*Curt Dudley-Marling*

**ED 960 Seminar in Educational Measurement and Research (Fall: 3)**

**Offered Periodically**

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

*The Department*

**ED 973 Seminar in Research in Higher Education (Spring: 3)**

*Prerequisite:* ED/PY 771 and Doctoral Standing

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products. Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

*Ted I.K. Youn*

**ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)  
Restricted to M.A. and Ph.D. students in Higher Education, with special section for Administrative Fellows in Higher Education**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the intern-

## ***EDUCATION***

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ship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Karen Arnold*

*Ted I.K. Youn*

### **ED 982 Dissertation Seminar in Higher Education (Fall: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*Diana Pullin*

### **ED/PY 988 Dissertation Direction (Fall/Spring: 3)**

*Prerequisite:* Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

### **ED/PY 998 Doctoral Comprehensives (Fall/Spring: 0)**

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

*Dennis Shirley*

### **ED/PY 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

# Law School

## INTRODUCTION

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. In 1996, the Law School opened a new multimedia law library. In 1999, construction was completed on a new classroom and faculty office wing, which includes five state-of-the-art lecture halls with data connections to every seat for use of computers in the classroom. New, too, is the administrative suite for Career Services which benefits the needs of a leading professional school. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

## PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study that can relate to subsequent legal education.

## ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and register with the Law School Data Assembly Service (LSDAS). The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, disabled candidates or other students who have been socially, economically, or culturally disadvantaged.

## APPLICATION PROCEDURES

Application must be made upon the official forms, and, as noted therein:

- Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- Two letters of recommendations must be submitted through the LSDAS letter of recommendation service.
- Decisions made by the Committee on Admissions will be mailed to applicants beginning in December. The application fee is not refundable.
- Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School by the date specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due on June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

First semester tuition and charges must be fully paid by August 15, or the date set in the tuition bills, in order to retain a place in the entering class.

## REGISTRATION FOR BAR EXAMINATION

You may be required to register with the Board of Bar Examiners of certain states prior to or shortly after beginning law

school if you intend to practice in those states. For further information, you should contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Dean for Students Office also has bar examination information available.

## AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

## ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, a copy of the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

## FINANCIAL AID PROGRAMS

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Loan Repayment Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations, and legal services programs. All applicants for financial aid must file the FAFSA (Free Application for Federal Student Aid) and either the Need Access or Profile form. Processed forms should be received by March 15.

## DUAL DEGREE PROGRAM IN BUSINESS ADMINISTRATION AND LAW

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admission Offices of both schools.

## DUAL DEGREE PROGRAM IN SOCIAL WORK AND LAW

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the usual five

years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

## DUAL DEGREE PROGRAM IN EDUCATION AND LAW

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degrees in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification or education or human services licensure must meet all of the requirements in the School of Education for that certification/licensure.

## OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to Confirmation of Registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

## LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

## INFORMATION

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02459.

### Faculty

**Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia

**Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

**Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

**Emil Slizewski**, *Professor Emeritus*; A.B., L.B., Boston College.

**Hugh J. Ault**, *Professor*; A.B., LL.B., Harvard University

**Charles H. Baron**, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

**Robert C. Berry**, *Professor*; A.B., University of Missouri; LL.B., Harvard University

**Robert M. Bloom**, *Professor*; B.S., Northeastern University; J.D., Boston College

**Mark S. Brodin**, *Professor*; B.A., J.D., Columbia University

**George D. Brown**, *Professor*; A.B., LL.B., Harvard University

**Daniel R. Coquillette**, *Monan Professor*; A.B., Williams College;

M.A., Oxford University; J.D., Harvard University

**Peter A. Donovan**, *Professor*; A.B., LL.B., Boston College; LL.M., Georgetown University; LL.M., Harvard University

**Scott T. FitzGibbon**, *Professor*; A.B., Antioch College; J.D., Harvard University

**John M. Flackett**, *Professor*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

**Sanford J. Fox**, *Professor*; A.B., University of Illinois; LL.B., Harvard University

**Phyllis Goldfarb**, *Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University

**Ruth-Arlene W. Howe**, *Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College

**Sanford N. Katz**, *Professor*; A.B., Boston University; J.D., University of Chicago

**Thomas C. Kohler**, *Professor*; A.B., Michigan State University; J.D., Wayne State University

**Cynthia C. Lichtenstein**, *Professor*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

**Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan

**James R. Repetti**, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

**James S. Rogers**, *Professor and Associate Dean for Academic Affairs*; A.B., University of Pennsylvania; J.D., Harvard University

**Robert H. Smith**, *Professor*; B.A., Wesleyan University; J.D., University of Chicago

**Aviam Soifer**, *Professor*; B.A., M. Urban Studies; J.D., Yale University

**Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

**Alfred C.C. Yen**, *Professor*; B.S., M.A., Stanford University; J.D., Harvard University

**Michael Ansaldi**, *Associate Professor*; A.B., Columbia University; J.D., Yale University

**Mary S. Bider**, *Associate Professor*; B.A. University of Wisconsin, Madison; A.M., J.D., Ph.D. (cand.), Harvard University

**Kent Greenfield**, *Associate Professor*; A.B., Brown University; J.D., University of California Law School

- Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University
- Frank R. Herrmann, S.J.**, *Associate Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College
- Ingrid Hillinger**, *Associate Professor*; A.B., Barnard College; J.D., College of William & Mary
- Ray Madoff**, *Associate Professor*; A.B. Brown University; J.D., LL.M., New York University
- Judith A. McMorrow**, *Associate Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame
- Sharon Hamby O'Connor**, *Associate Professor and Law Librarian*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University
- Mark R. Spiegel**, *Associate Professor*; A.B., University of Michigan; J.D., University of Chicago
- Sharon Beckman**, *Assistant Professor*; A.B., Harvard University; J.D., University of Michigan Law School
- Anthony Farley**, *Assistant Professor*; B.A., University of Virginia; J.D., Harvard University
- Pamela Smith**, *Assistant Professor*; B.S., DeVry Institute of Technology; M.B.A., St. Thomas University; J.D., Tulane University Law School
- Paul Tremblay**, *Adjunct Professor*; B.A., Boston College; J.D., University of California at Los Angeles
- Joan Blum**, *Adjunct Associate Professor*; A.B., Radcliffe College; J.D., Columbia University
- Leslie Espinoza**, *Adjunct Associate Professor*; B.A., University of Redlands; J.D., Harvard University
- Jane K. Gionfriddo**, *Adjunct Associate Professor*; B.A., Wesleyan University; J.D., Boston University
- Jean E. McEwen**, *Adjunct Associate Professor*; B.A., University of Minnesota; J.D., Northwestern University
- Francine T. Sherman**, *Adjunct Associate Professor*; B.A., University of Missouri; J.D., Boston College
- Daniel Barnett**, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific
- Elisabeth Keller**, *Adjunct Assistant Professor*; B.A., Brandeis University; M.A., J.D., Ohio State University
- Daniel Kanstroom**, *Adjunct Assistant Professor*; B.A., State University of New York, Binghamton; J.D. Northeastern University
- Alan Minuskin**, *Adjunct Assistant Professor*; B.A., University of Miami; J.D., New England School of Law
- Evangeline Sarda**, *Adjunct Assistant Professor*; B.A., Yale University; J.D., Columbia University



# Wallace E. Carroll School of Management

## UNDERGRADUATE SCHOOL OF MANAGEMENT

### MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

### Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

### REQUIREMENTS FOR THE DEGREE

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses (and one, one credit course; see below) that are distributed over eight semesters of four academic years. Students must complete these courses with a cumulative average of at least 1.5. Within this complement of courses is the University Core curriculum (courses in the

liberal arts and sciences, required of all students), the Management Core courses, a Management concentration of at least four courses, and electives. The one credit course, referred to above, is *Introduction to Ethics* and it is taken during Freshman year.

The courses required for graduation are listed below. The course number given is that of the course most commonly taken to fulfill the requirement. For most requirements there are other courses (for example, Honors sections with different course numbers) that also fulfill the requirements. Students should consult this Catalog, their faculty advisors, the Director of the Honors Program or the Office of the Associate Dean in CSOM (e-mail:richard.keeley@bc.edu) if they have questions. In parentheses after each requirement is the year in which it is recommended that the course be taken; where no year is specified, a student may choose to fulfill the requirement at any time during his or her career.

Please note that all of the information concerning degree requirements for CSOM students is also available on a web site: <http://www.bc.edu/csomadvice.html>

### Information for First Year Students

In most ways, the first year in The Carroll School of Management resembles the first year in The College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University section); the study of courses required in the Management core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the university's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

**Arts and Sciences Courses**

The following courses comprise the University Core curriculum and are required for all students entering the Carroll School of Management at Boston College.

- 1 course in Writing (to be taken freshman year)
- 1 course in Literature (to be chosen from among the literature offerings in the following departments: Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages) (to be taken freshman year)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in Mathematics (one, which must be MT 100, or higher, is taken during the first year; the second is a sophomore year course, MT 235, and requires Statistics as a prerequisite.)
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (fulfilled by Principles of Economics I and II within Management Core for CSOM students)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics) (laboratory recommended)
- 2 courses in Theology
- 1 course in Cultural Diversity

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

Up to 4 courses in a foreign language may be needed to satisfy CSOM requirements (see Foreign Language Requirement below).

**Management Courses**

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MC 021 Computers for Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Management and Operations (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

**Foreign Language Requirement**

CSOM students must demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by (1) achieving a 500 on a College Entrance Examination Board Foreign Language (CEEB)

Achievement Exam or, (2) receiving a 3 or better on an Advanced Placement exam or, (3) passing an exam administered by a language department at Boston College or, (4) successful completion of two semesters of course work at the intermediate level or, (5) by passing four years of high school languages (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement) or, (6) if a student enters Boston College with three years of a foreign language, she or he may fulfill the requirement by taking one year of a new language or by completing two semesters of an intermediate level language.

Fulfillment of the proficiency requirement by examination does not confer course credit. Language courses will count as Arts and Sciences electives. Students born and raised in countries where English is not the native language usually fulfill the proficiency requirement with information on their high school transcripts and by passing their Core English courses. Students with documented learning disabilities may be exempt from the foreign language requirement and should request this exemption from the CSOM Associate Dean.

**Concentrations**

Students must complete a concentration in one of the following areas: Accounting, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Strategic Management. Students declare a concentration second semester sophomore year or during the junior year. Most concentrations require four courses beyond the Core. However, Computer Science requires five courses; Accounting requires six. Students in these concentrations have fewer free electives. It is possible for students to complete more than one concentration, although this is not advised except in unusual situations.

**Arts and Sciences Majors**

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

**Minors/Integrated Concentration**

Any minor provided by the College of Arts and Sciences—see the Minors section under the College of Arts and Sciences—is so designated on CSOM student transcripts. There is a minor in Human Development, coordinated by Prof. Dalmar Fisher in the Department of Organization Studies in conjunction with the School of Education, that is available to CSOM students who have interests in developmental or educational psychology or in the social service professions. The Carroll School of Management also offers its undergraduates an integrated concentration in Management and Psychology. Students interested in this concentration should contact the coordinator, Prof. Jean Bartunek, Department of Organization Studies. Students selecting this integrated concentration complete this course cluster in addition to one of the CSOM concentrations listed above.

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 (5) international courses. Two courses must be taken, one each from two of the following groups: (1) international political systems and political

economy (PO 501 or PO 525); (2) international trade and finance (EC 371 or EC 372); (3) international or comparative cultures (SC 491 or PS 145). In addition, one language course beyond the intermediate level is required. The other two courses should relate to the current cultural, political, economic or business environment of the chosen country and would normally be taken abroad. Full details are available from the Associate Dean's Office. Students should submit an International Minor Proposal Form to the Associate Dean for approval by the end of the registration period in the semester preceding the study abroad.

### **International Study**

Studying and living in another country enable students to broaden their horizons and experience a different culture. Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America and Eastern Europe, among others. See elsewhere in this catalog for a full listing. The Director of International Programs is Prof. Marian St. Onge, McGuinn 503.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from Prof. David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 average.

## **ACADEMIC REGULATIONS**

### **Requirement for Good Standing**

In order to remain in good standing, a student must maintain a cumulative average of 1.5 as the minimally satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

### **Academic Dismissal**

At the end of each semester, students who do not meet the academic standards of the Carroll School of Management are dismissed. Possible grounds for academic dismissal include the following:

- Passing fewer than three courses in a semester
- Passing fewer than eight courses in an academic year (except senior year)
- Passing fewer than 18 courses by the end of sophomore year  
Passing fewer than 28 courses by the end of junior year
- A cumulative grade point average of below 1.5

Students with any combination of 7 withdrawals and/or failures may be permanently dismissed.

### **External Courses**

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

grams at other universities, courses in the College of Advancing Studies, and summer school courses. Courses that are used to fulfill specific requirements in the University Core, Management Core, and Management Concentration must also be approved by the Chairperson of the relevant department, as must all courses taken through the College of Advancing Studies and Summer School. Courses not available at Boston College may be taken at certain other local universities with the permission of the Associate Dean.

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

### **Summer Courses**

Summer courses are considered external courses, as indicated above. Students may be permitted to take summer courses to make up for a past failure, withdrawal, or underload or to accommodate extraordinary circumstances (e.g., the loss of a semester due to illness).

Summer school courses must have prior approval from the appropriate department Chairperson and from the Associate Dean. A student who wishes to attend summer school should consult with the Associate Dean.

### **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. No student should make travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule departure without so clearing their schedules risk failure in the final examination. Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services during the semester. Students with three final examinations scheduled for the same day are entitled to take a makeup 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.

### **Pass/Fail**

Generally, University Core and Carroll School of Management courses may not be taken by any student on a Pass/Fail basis. The only courses that are acceptable for Pass/Fail are electives taken in the College of Arts and Sciences, School of Education, or School of Nursing. Carroll School of Management students may declare a course Pass/Fail on-line anytime during the registration period.

### **Absence from Classes**

In cases of prolonged absence due to illness, injury, or other significant reasons, a student or a member of his or her family should communicate with the Dean for Student Development and the Associate Dean of the Carroll School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the Carroll School of Management as soon as the student's health and other circumstances permit.

### **Course Load**

The usual program for freshmen, sophomores, and juniors is five courses each semester; for seniors, four or five courses. (As noted elsewhere, freshmen take Introduction to Ethics, a one-credit, ten week offering as a sixth course during one semester of freshman year.) Students must be registered for at least four courses per semester to be considered full time.

**Acceleration**

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Associate Dean of the Carroll School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0, and they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge.

**Leave of Absence**

A student in good standing who desires to interrupt the usual progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not typically be granted to students who expect to do full-time academic work at another institution and will be extended for no more than one year, although petition for renewal is possible.

**Academic Integrity**

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Cheating, plagiarism and collusion are serious violations of these standards and their commission subjects students to disciplinary action by a professor and possible further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) that are referred by either students or faculty. After reviewing a case, the Board makes a recommendation to the Associate Dean who can then take disciplinary action that may include suspension or expulsion.

**Degree with Honors**

Latin honors accompanying the degree of Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, will be awarded to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5%, and Cum Laude to the next 15%. Juniors in the top 7% of their class and seniors in the top 10% of their class are eligible for election to the national business honorary society, Beta Gamma Sigma.

**SPECIAL PROGRAMS**

**Management Honors Program**

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

Honors students enroll in Honors sections of Management core courses, take a special course in Advanced Statistics and

complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

**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.

Pre-professional students interested in law should contact Associate Dean J. Joseph Burns of the College of Arts and Sciences, the university's pre-law advisor.

**The Ethics Initiative**

Regular Carroll School of Management courses integrate ethical issues in business and management. The one-credit course described below is required for CSOM freshmen.

**MM 011 Introduction to Ethics (Fall/Spring: 1)**

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

**THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT**

**INTRODUCTION**

The Wallace E. Carroll Graduate School of Management is recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in four highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Finance (M.S.), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a Concentration in Finance and the Ph.D. in Management with a Concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Graduate School of Management has developed many exciting options that enable students to individualize their management education. Among these are 11 joint degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S.); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and Master of Business Administration/ Master of Social Work (M.B.A./M.S.W.).

**MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The full-time and evening Master of Business Administration (M.B.A.) programs at Boston College help position students for career success by offering the management skills and perspectives most needed in today's increasingly global and technology-based business environment. The programs are distinguished by their stimulating mix of classroom and "real-world" learning, which provides students with abundant opportunities to apply their knowledge to solve actual business problems. The full-time and evening programs are each composed of 55 credit hours.

The full-time program is a two-year program. Students in the evening program generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Eighteen credits are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Concentrations are offered in the following areas: Accounting, Consulting, Economics, Finance, General Management, Management of Information Technology, Marketing, Organization Studies, Operations Management, and Strategic Management. In addition, cross-functional "Specialty Concentrations" are available in Entrepreneurship, International Management, Leadership for Change (evening program only), and the Management of Financial Institutions. New "Techno Concentrations" are now available in the following areas: Management of Technology, Information Technology Venturing, Managing Information-Intensive Change, and Technology Strategy.

### **M.B.A. Curriculum**

#### ***Full-Time Program***

##### **Management Practice Courses**

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MM 740 Management Practice III: Managing Strategically (3 credits)
- MM 750 Management Practice IV: Managing in a Changing World (3 credits)

##### **Core Courses**

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)
- MM 725 Managing in the Global Environment (1 credit)

##### **Core Electives**

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resource Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Current Topics in Financial Management
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing
- Electives: 6 Electives (3 credits each)

#### ***Evening Program***

##### **Management Practice Courses**

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MM 702 Management Practice II: Leadership Workshop (3 credits)
- MM 710 Management Practice III: Strategic Management (3 credits)
- MM 711 Management Practice IV: Social Issues in Management (3 credits)

##### **Core Courses**

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)

- MC/MD 703 Computer Information Systems (3 credits)
- MD 700 Economics (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)
- MM 708 Managing in the Global Environment (3 credits)

### **Dual Degree Programs**

In response to the growing interest in combining management education with study in non-business fields, The Graduate School of Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

Students interested in dual degree programs must apply and be admitted to both the Graduate School of Management and the participating school within the University. Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the joint degree programs:

- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.in Nursing)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)

### **Other Study Options**

#### ***Certificate in Manufacturing Engineering***

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

#### ***Global Management Opportunities***

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Graduate School of Management offers numerous opportunities for first-hand study of managerial decision making in global organizations and environments.

#### **International Management Experience**

Offered annually at the end of the spring semester, this elective affords an opportunity to visit and study a major economic region of the world and observe first-hand how business is conducted at some of the world's leading corporations. Students have the choice of three exciting IME options: Europe, Asia, and Latin America.

#### **Semester in China**

Boston College M.B.A. students may also study at the Beijing International Management Center, located on the scenic campus of China's oldest and most prestigious institution of higher learning, Peking University. Created by a consortium of U.S. business schools, the International Management Center is part of an exciting new effort to increase opportunities for management education in China.

M.B.A.s from Boston College and other consortium members spend a semester at the Center attending classes taught in English by American and Chinese faculty.

**Other Study Abroad Opportunities**

The Boston College Graduate School of Management links students with top management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- France-ESC Brest, ESC Bordeaux and ESC Clermont (with possible internships at French companies)
- Ireland-Smurfit Graduate School of Business, University College Dublin
- Spain-ESADE in Barcelona
- Mexico-ITESM in Monterrey
- The Netherlands-MSM in Maastricht

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

**Special Study**

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

**Thesis Option**

The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice. The thesis, administered through MM 891 and MM 892, offers six credits.

**Independent Study Project**

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

**Research Teams**

On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

**MASTER OF SCIENCE IN FINANCE**

Boston College's Master of Science in Finance (M.S.) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools and concepts in finance provides students with a foundation for advanced work in corporate finance, investments and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including

one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

**M.S. in Finance Curriculum**

- MF 801 Investments: The Valuation of Financial Instruments
- MF 807 Corporate Finance
- MF 808 Financial Policy
- MF 820 Management of Financial Institutions
- MF 852 Quantitative Methods in Finance
- MF 860 M.S. Seminar: Derivatives and Risk Management
- MF 880 Capital Market Theory
- MF 881 Theory of Corporate Finance
- Two Electives

**PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE**

The Ph.D. in Management with a Concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper due at the end of the student's first summer in the program begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

**Ph.D. in Management with a Concentration in Finance Curriculum**

- MF 820 Management of Financial Institutions
- MF 861 Ph.D. Seminar: Information and Financial Markets
- MF 863 Ph.D. Seminar: Investments
- MF 880 Capital Market Theory
- MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets
- MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance
- MF 892 Teaching Workshop
- EC 730 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 741 Microeconomic Theory II
- EC 760 Econometrics I
- EC 761 Econometrics II
- EC 827 Econometric Theory I
- EC 828 Econometric Theory II
- Four Electives (At least one of the electives should be in econometrics/advanced methods, such as EC 821 Time Series Econometrics or EC 822 Microeconometrics.)
- Dissertation

**PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES**

The Ph.D. in Management with a Concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and

applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

### **Ph.D. in Management with a Concentration in Organization Studies Curriculum**

- MB 850 Micro-Organizational Theory
- MB 851 Macro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 853 Organizational Change and Transformation
- SC 702 Introduction to Statistics and Data Analysis
- SC 703 Multivariate Statistics
- MB 870 Qualitative Research Methods
- MB 871 Quantitative Research Methods
- MB 872, 873 Research Seminar I and II
- MB 880 Consulting Practice, Theory and Research
- MB 881 Teaching Practicum
- MB 898, 899 Independent Research I and II
- Four Electives
- Dissertation

### **Admission Information**

#### ***Master of Business Administration***

The Carroll School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, the Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management's M.B.A. program. However, students are expected to be proficient in English and mathematics. In addition, all applicants are expected to take the GMAT.

In M.B.A. candidates, the Admissions Committee looks for evidence of academic and management potential. Work experience and prior academic performance are significant criteria in their evaluation. In general, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

#### ***Advanced Standing and Equivalency for Graduate Degrees***

##### **Undergraduate Course Work**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses required to complete the M.B.A. degree. Typically, if a student has an undergraduate major in a core course area or has taken two undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced

standing credit. In unusual circumstances, a student will be given the opportunity to demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

##### **Graduate and Professional Course Work**

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of twelve semester credit hours. Students must have a minimum grade of B in all completed course work. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be allowed to substitute an elective for a core course.

##### **Advanced Standing for Graduate Degrees**

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Graduate School of Management offers a dual degree, concentration or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, certain linguistics, sociology and engineering). Advanced standing for graduate degrees is granted only to accepted students with master's or doctorates from nationally accredited, established programs in the U.S.

##### ***Transfer Policy***

Admission to the full-time program does not guarantee admission to the evening program. Conversely, admission to the evening program does not guarantee admission to the full-time program. For example, the full-time program accepts approximately ten percent of the class directly from the undergraduate school; the evening program, however, is designed for working professionals and does not accept applicants directly from undergraduate school. An applicant who has applied to one program who wishes to be considered for the other program must make a request in writing to the Admissions Committee.

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program may not comparably meet the needs of the other. Interested students should consult with the Graduate Dean's Office to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Because the class size of the full-time program is limited, there are a finite number of spaces for students transferring from the evening program to the first year of the full-time program. These spaces are given out on a first-come, first-served basis beginning in January for the following September. Requests for transfer must be made in writing to the M.B.A. Admissions Office no later than May 1.

##### ***Master of Science in Finance***

Most students enter the M.S. in Finance program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

### *Dual Degree: Master of Business Administration/Master of Science in Finance*

Students must be admitted to both the M.B.A. and M.S. in Finance programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

#### *Ph.D. in Finance*

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

#### *Ph.D. in Organization Studies*

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

#### *International Students*

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). The requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia or New Zealand. The minimum score on the TOEFL is 600. An official score report should be sent to the Graduate School of Management, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program, and one year for the M.S. in Finance program. Prospective international students with particular questions may wish to contact: Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467 USA; telephone: 617-552-8005; fax: 617-552-3473.

#### **Financial Assistance**

##### *Graduate Assistantships and Scholarships*

The Carroll School of Management offers a significant program of graduate assistantships and scholarships to full-time M.B.A., M.S. in Finance and dual M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards. Awardees usually have two or more years of full-time work experience, 630 or above on the GMAT, 3.2 or above grade point average and a strong set of application materials. NOTE: Interested applicants must submit with their application a current resume and a cover letter describing their skills and areas of interest. These materials must be submitted to the M.B.A. program by March 1 and to the M.S. in Finance program by October 15, for January admission, or April 1, for September admission.

Graduate assistantships involve research or administrative duties in exchange for tuition remission. Students are generally appointed to 8, 12, or 16-hour per week assistantships. There are a limited number of assistantships available to both domestic and international applicants.

Eight-hour and twelve-hour per week assistantship awards are equal to 12 and 18 credit hours of tuition assistance per academic year, respectively. A sixteen-hour assistantship award is equal to 31 credit hours of tuition for first-year M.B.A. students and 24 credit hours of tuition for M.S. in Finance and second-year M.B.A. students. A portion of assistantship awards is subject to tax.

Scholarships are awarded on the basis of merit and vary in amount. Decisions regarding assistantships and scholarships are made in April and May, and in October for January admission. Students who receive a scholarship or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or a teaching assistant for the second two years.

#### *University-Administered Financial Aid*

In addition to the assistantships and scholarships offered through the Carroll School of Management, the University Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

#### **CAREER SERVICES AND PLACEMENT**

The Office of Career Services supports students in achieving their career goals through placement initiatives, career coaching, on-campus recruiting and other services. At the same time, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: Recruiting Program; Resume Books; Corporate Outreach; Alumni Advisory Network; Career Fairs; and Career Advising and Resources.

#### **ACCREDITATION**

The Boston College Wallace E. Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

#### **FOR MORE INFORMATION**

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Management Bulletin. Information is also available on the World Wide Web at <http://www.bc.edu/csom>.

Prospective students should direct inquiries to the specific program in which they are interested:

**M.B.A.:** M.B.A. Office of Admissions, The Graduate School of the Wallace E. Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078. World Wide Web: <http://www.bc.edu/mba>.

**M.S. in Finance and Ph.D. in Finance:** Graduate Finance Programs, The Graduate School of the Wallace E. Carroll School of



Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-4488; fax: 617-552-8078; World Wide Web: <http://www.bc.edu/msf.html>.

**Ph.D. in Organization Studies:** Department of Organization Studies, The Graduate School of the Wallace E. Carroll School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02467-3808; telephone: 617-552-0450; World Wide Web: [http://www.bc.edu/bc\\_org/avp/csom/OB/PHD/Phd.html](http://www.bc.edu/bc_org/avp/csom/OB/PHD/Phd.html).

### Graduate Management Practice/International

#### Graduate Course Offerings

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

#### MM 708 Managing in the Global Environment (Fall/Spring: 2)

In this course, students will identify and analyze those factors that create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities. Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures and the problems of developing countries will be explored. The second part of the course will deal with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

*The Department*

#### MM 720 Management Practice I: Leading Organizations (Fall: 6)

##### Module 1: Management Intensive

The Management Practice sequence begins with a one-week "intensive" that introduces students to the roles, functions and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy and its global environment. During a series of workshops, students explore such topics as leadership, team building, diversity, ethics and business law.

##### Module 2: Leadership and Business Development

This module focuses on critical aspects of the early stages of business development including: (1) problem and opportunity finding, entrepreneurship and business planning; and (2) developing the diagnostic, analytical and problem solving skills necessary in successful modern organizations. A series of workshops explores several emerging perspectives of leadership in order to prepare students to assume managerial roles in which they will build new organizations. Later sessions delve into information management, financial statement, and valuation analysis, as well as strategic analysis.

*The Department*

#### MM 725 Managing in the Global Environment (Spring: 1)

In this course, students will identify and analyze those factors that create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities. Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures and the problems of developing countries will be explored. The second part of the course will deal

with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

*The Department*

#### MM 730 Management Practice II: Acting in Organizations

(Spring: 5)

##### Module 1: The Consulting Project

The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses.

##### Module 2: The Consulting Project (continued)

The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

#### MM 740 Management Practice III: Managing Strategically

(Fall: 3)

##### Strategic Management

The role of the strategist is to think creatively about future opportunities and position the organization, its resources and its people to be successful in the context of those opportunities, while avoiding external competitive, social or political threats. Emphasis is on case and field-based analysis and integration of technology issues and applications with strategic decision making.

##### Managing Information Systems

Increasingly, information technology (IT) is being recognized as a strategic asset by contemporary business leaders. In this section, managerial techniques for planning, designing, implementing and controlling the technological assets of modern business enterprises are examined. Topics include: the use of IT as a basis for strategy formulation and implementation; organizational structure and IT; and, issues of capacity, connectivity and data flow within traditional networks, intranets and the World Wide Web.

*The Department*

#### MM 750 Management Practice IV: Managing in a Changing World (Spring: 3)

##### Social Issues in Management

Social Issues in Management emphasizes strategic management of the enterprise in the broadest possible context, that of the social, political, ecological and ethical environments. These broad external environments are viewed from several perspectives: as a complex set of interrelated economic, cultural, legal, social, political and ecological influences facing the organization as it operates in domestic and global contexts; as a powerful and dynamic set of constituencies or stakeholders (e.g., interest groups, unions, stockholders, politicians, governments, communities, employees) affecting the enterprise; and as a set of issues to which the organization must respond (e.g., environmental concerns, discrimination, consumerism, human rights).

##### Global Competitiveness

Global Competitiveness is designed to provide a forward-looking perspective on the "dominant" trends and issues that will shape the competitive environment in a rapidly changing global economy. The objective is to allow future decision makers to consider the implications of uncertainty and change in global business conditions and the utility of managerial tools and insights in crafting strategic actions and solutions. Focal points for the study of global competitiveness and the future include: (1) Technology (Information Technology and Telecommunications); (2) Globalization (New Global Markets and Growth in Emerging Markets); (3) Strategic

and Economic Alliances; and (4) New Standards and Expectations for Executives and Corporations (The Corporate Role in Public Policy and Corporation and Employee Relationships)

*The Department*

**MM 805 International Management Experience (Summer: 3)**

*Prerequisite:* MM 708 or MM 725 Managing in the Global Environment

A global perspective is imperative for success in today's competitive marketplace. Organizations, both large and small, must compete in a global business environment. The International Management Experience provides students with an international immersion opportunity in either Asia or Europe. While in-country, students will meet and discuss business practices with senior executives of international companies and overseas subsidiaries of U.S. corporations. There students will observe firsthand the companies and places discussed in classes and experience the exciting challenges that managers in global corporations face. A third International Management Experience involving NAFTA participant countries and Latin America is planned for the near future.

*The Department*

**Accounting**

*Faculty*

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., Florida Atlantic University; M.S. Florida Atlantic University; M.S. Carnegie Melon University; Ph.D., Carnegie Melon University

**Arnold Wright**, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

**Jeffrey R. Cohen**, *Associate Professor*; Chairperson of the Department; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**Louis S. Corsini**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

**Theresa Hammond**, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Billy Soo**, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Gregory Trompeter**, *Associate Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

**J. Daniel Daly, S.J.**, *Assistant Professor*; B.S., Regis University; M. Div., Th.M., Weston School of Theology; Ph.D., University of Michigan

**Elaine M. Harwood**, *Assistant Professor*; B.S., M.B.A., California State Polytechnic University; Ph.D., University of Southern California; C.P.A.

**Thomas Porter**, *Assistant Professor*; B.S., University of Maryland; M.S.M., Georgia Institute of Technology; Ph.D., University of Washington; C.P.A.

**Louise E. Single**, *Assistant Professor*; B.S., Georgetown; M.T.X., Georgia State; Ph.D., University of Florida; C.P.A.

**Ganesh Krishnamoorthy**, *Assistant Professor*; B.C., M.C., University of Delhi; M.A., Bowling Green State; Ph.D., University of Southern California; C.P.A.

**Dorothy Lee Warren**, *Assistant Professor*; B.A., Randolph Macon Women's College; M.B.A., Vanderbilt University; Ph.D., University of Georgia

**Vincent O'Reilly**, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

**Edward Taylor, Jr.**, *Lecturer*; B.S., Boston College; M.B.A., Bentley College

**Departmental Notes**

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/csom/Accounting/default.html](http://www.bc.edu/bc_org/avp/csom/Accounting/default.html)

**Undergraduate Program Description**

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations or government. The program of study emphasizes the conceptual foundations of accounting, methods and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

**Concentration in Accounting**

*(For Class of 2000 and 2001)*

**Junior Year**

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)
- MA 309 Auditing Systems (may be taken in senior year)

**Senior Year**

- MA 309 Analysis and Audit of Information Systems (May be taken in spring, Junior Year)
- MA 402 Theory and Contemporary Issues in Accounting
- MA 405 Federal Taxation

**Electives**

- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 615 Advanced Federal Taxation (may not be offered every year)

The following courses are the requirements for the Class of 2002 and beyond. The Class of 2001 has the option of the old or new curriculum.

**Junior Year**

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)

**Senior Year**

- MA 405 Federal Taxation
- MA 320 Accounting Information Systems (may be taken in junior year)

**Electives**

- MA 309 Auditing Systems
- MA 351 Financial Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 402 Theory and Contemporary Issues in accounting
- MA 408 Financial Auditing

**C.P.A. Recommendations**

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page for more details. accounting and management information systems concentrations.

**Undergraduate Course Offerings**

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

**MA 021 Financial Accounting (Fall/Spring: 3)**

This course develops an understanding of the basic elements of financial accounting and of the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed.

*The Department*

**MA 022 Managerial Accounting (Fall/Spring: 3)**

*Prerequisite:* MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

*The Department*

**MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)**

*Prerequisite:* MA 022

This is the first course of a four-course sequence that addresses, in a comprehensive manner, financial accounting and reporting standards. Throughout these four courses, emphasis is given to the application of accounting theory in the development of general purpose financial statements. In this first course the issues of asset valuation and income measurement are explored.

*Ronald Pawliczek*

*Gregory Trompeter*

**MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)**

*Prerequisite:* MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil Manzon*

**MA 307 Managerial Cost Analysis (Fall/Spring: 3)**

*Prerequisite:* MA 022

This course examines the quantitative (and qualitative) tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on

the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

*Jeffrey Cohen*

**MA 309 Audit, Analysis and Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 301, MC 021, EC 151

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

*Arnold Wright*

**MA 320 Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 022, MC 021

Accountants are increasingly involved in the evaluation, design, analysis and implementation of computer systems. This course will review the strategies, goals and methodologies for designing, installing, and evaluating appropriate internal controls and audit trails in computerized accounting systems.

*Ganesh Krishnamoorthy*

**MA 351 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisite:* MA021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*The Department*

**MA 399 Research Seminar (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

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.

*Jeffrey Cohen*

**MA 401 Financial Accounting Standards and Theory III (Fall/Spring: 3)**

*Prerequisite:* MA 302

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered. Ethical issues related to various reporting choices are considered through several case studies.

*Elaine Harwood*

*Ronald Pawliczek*

**MA 402 Theory and Contemporary Issues in Accounting (Fall/Spring: 3)**

*Prerequisite:* MA 302

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process. The method

of teaching is designed to develop and to improve the student's communication and interactive skills, as well as increase the student's understanding of technical material.

*Theresa Hammond*

*Gregory Trompeter*

**MA 405 Federal Taxation (Fall/Spring: 3)**

*Prerequisite:* MA 301

The primary goal of this course is to develop an understanding of the basic provisions of the federal income tax laws. All taxable and tax-reporting entities are discussed, with emphasis on the tax treatment of individuals, corporations, and partnerships. The course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Gerald Holtz*

*Louise Single*

**Undergraduate and Graduate Course Offerings**

**Graduate Course Offerings**

**MA 701 Accounting (Fall/Spring: 3)**

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

*The Department*

**MA 713 Accounting (Fall: 2)**

Technologies and changes in the business environment during recent years have caused investors and managers to look anew at the function of accounting. This course will be concerned with the use of accounting information to evaluate the financial and operating performance of business enterprises. The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions and managerial issues to be considered in expansion and contraction decisions. A particular emphasis will be placed on how ethical issues arise from accounting information.

*The Department*

**MA 726 Accounting Tools for Managers (Spring: 2)**

The usefulness of accounting information in the areas of analysis, planning and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*The Department*

**MA 803 Taxes and Management Decisions (Spring: 3)**

Sensitizes the student to the tax planning opportunities and pitfalls which are inherent in many management decisions. This sensitization process will develop the ability to recognize potential tax opportunities and problems, not the ability to resolve intricate tax problems. In addition, considerable insight will be gained into the federal government's use of taxation as an instrument of social and

economic policy. The student will be challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy.

*The Department*

**MA 804 Financial Statement Analysis (Fall/Spring: 3)**

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*The Department*

**MA 830 Reporting and Management Control Issues for International Business (Fall: 3)**

Provides a broad understanding of the issues facing companies engaged in international trade as well as the role of accounting in various countries. Students will be exposed to the differences in accounting practices between countries, the development of international accounting standards, and planning and control issues for a multinational company. The impact of cultural differences on financial reporting and control systems will be considered throughout the course.

*The Department*

**MA 895 Advanced Topics/Financial and Accounting Issues for High-Tech Ventures (Fall: 3)**

*Prerequisite:* MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

*The Department*

**MA 897 Directed Study in Accounting (Spring: 3)**

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*The Department*

**MA 899 Directed Research in Accounting (Fall: 3)**

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

*The Department*

**Business Law**

**Faculty**

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Christine O'Brien**, *Associate Professor*; Chairperson of the Department; B.A., J.D., Boston College

**Erika Brown**, *Assistant Professor*; B.Sc., Boston College; J.D., University of Miami; L.L.M., London School of Economics and Political Science

The Department of Business Law does not offer any complete program for a degree. The courses taught by the Department of Business Law are designated to give students the basics of Legal Procedures or prepare students for further study in Law School. The students in Wallace E. Carroll School of Management are required

to take an introductory course in law, other courses are offered to students who have special interest in the field of law and legal procedures or are planning to enroll in a law school in the future.

### ***Undergraduate Course Offerings***

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

#### **MJ 021 Law I-Introduction to Law and Legal Process (Fall/Spring: 3)**

This course is an introduction to law, legal institutions, and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area.

*The Department*

#### **MJ 022 Law II-Business Law (Fall/Spring: 3)**

*Prerequisite:* MJ 021

**Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examinations in New York.**

The course examines the Uniform Commercial Code with respect to the law of sales, negotiable instruments, creditors' rights and secured transactions. Partnerships, corporations, bankruptcy, wills, trusts and estates, personal property, intellectual property rights, bailments, agency law, and accountants' liability are included in the course.

*Christine N. O'Brien*

#### **MJ 031 Introduction to Law-Honors (Fall: 3)**

This course is a more rigorous version of MJ 021 designed for students in the honors program. The same material will be covered, but additional work in the form of a second research paper and additional current cases will be assigned.

*Erika M. Brown*

#### **MJ 147 Constitutional Law (Fall: 3)**

The course involves a study of the United States Constitution, the history, nature and power of the United States Supreme Court, the power of the respective branches of government and the role of the United States Supreme Court in shaping social, economic and political policy. Subjects to be covered in-depth include the following: 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 expression and association, freedom of religion, equal protection, the concept of state action, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

*Frank J. Parker, S.J.*

#### **MJ 148 International Law (Fall: 3)**

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Union, GATT, and NAFTA. The course also focuses on issues involving the international sale of goods.

*Erika Brown*

#### **MJ 152 Labor and Employment Law (Fall/Spring: 3)**

**Offered Undergraduate**

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the

Railway Labor Act and the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law.

*David P. Twomey*

#### **MJ 156 Real Estate (Fall/Spring: 3)**

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use.

*Frank J. Parker, S. J.*

*Richard J. Monahan*

#### **MJ 600 Topics/Business Law: Bermuda Law and Practice (Fall: 3)**

This course examines the law and business practices in the largest remaining British colony. Because the island is ninety miles from the American shore it has close involvement with American corporations in the real estate and insurance fields especially with the communications revolution. This means American corporations are likely to use Bermuda as an offshore haven to assist their domestic American businesses.

*Frank J. Parker, S.J.*

#### **MJ 631 African Business (Fall: 3)**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

*Frank J. Parker, S.J.*

### ***Graduate Course Offerings***

#### **MJ 727 Managing the Legal Environment of Business**

**(Fall/Spring: 2)**

**Core Elective**

This course is designed to provide students with both a broad and detailed understanding of how the legal environment affects business. Consequently, the course covers not only legal institutions and essential law topics such as torts, contracts, and sales, but also examines subjects that affect internal and external business decisions. Such topics include regulation of employment, securities, mechanisms of international finance, and aspects of intellectual property. The course also involves classroom exercises in which students participate in the dispute resolution process.

*Erika M. Brown*

#### **MJ 802 The Legal Aspects of Management (Fall/Spring: 3)**

Explores the managerial dynamics of making and implementing business decisions with a focus on legal consequences, and addresses risk management in identifying and controlling liability. Covers legal considerations in business planning, regulation, proprietary interests and intellectual property, business organizations, equity and debt financing, contractual relationships, employment law, international trade, the legal aspect of marketing and the lawyer-manager interaction.

*The Department*

#### **MJ 810 Federal Securities Law (Fall/Spring: 3)**

Involves an intensive examination of the Securities Act of 1933, the Securities and Exchange Act of 1934, the Investment Company Act of 1940, the Investment Advisers Act of 1940, the regulations

emanating from the Commission and the court cases deciding relevant legal issues. The purpose is to provide those engaged in investments and professional careers with a thorough understanding of the legal principles governing the securities industry.

*The Department*

#### **MJ 827 Business and Regulation of Health Care (Spring: 3)**

Significant changes have and will continue to take place in the way health care is organized, financed, and delivered in the United States. This course will explore the changing health care marketplace, and the influence of government regulation and policies on its development and the development of western medicine. Topics discussed will include health insurance and regulation of risk bearing entities, current market trends, its impact on financing and delivery systems, including newly emerging integrated delivery systems, mergers and acquisitions, and the influx of for profit health care entities. Topics also covered will include exploring the optimal balance of private and social insurance systems, the role of medicine in maintenance of health, and the trend to define quality measure clinical outcomes.

*The Department*

#### **MJ 856 Real Estate Principles (Fall/Spring: 3)**

Examines theory and practice of real estate. Topics include interests in land, title transfer, mortgage financing and law, real estate investment, patterns and priorities in residential housing, and federal housing programs. Provides the business manager with the necessary background to make informed judgments in all business decisions relating to property.

*The Department*

### **Computer Science**

#### *Faculty*

**Peter G. Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

**James Gips**, *Professor*; B.S., 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

**Peter Kugel**, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

**C. Peter Olivieri**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

**Edward Sciore**, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

**Robert P. Signorile**, *Associate Professor*; Chairperson of the Department; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**Margrit Betke**, *Assistant Professor*; V. Dip., University of Bonn; S.M., Massachusetts Institute of Technology; Ph.D., Massachusetts Institute of Technology

**Robert Muller**, *Assistant Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

#### **Departmental Notes**

- Department Secretary: Barbara Burdick, 617-552-3975, barbara.burdick@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

#### **Program Description**

The Computer Science Department offers two concentration programs, in Information Systems and in Computer Science, for students in the Carroll School of Management. The requirements for these programs are described below.

Students in the Carroll School of Management are also able to fulfill either a major or a minor in Computer Science through the College of Arts and Sciences. For information on these programs, refer to Computer Science in the Arts and Sciences section of this Catalog. The College of Arts and Sciences also offers a minor in Cognitive Science, which involves some course work in Computer Science; information may be found under "Minors" in the Arts and Sciences section.

#### **The Information Systems Concentration**

The CSOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for CSOM students or as a second concentration for students whose primary concentration is in another CSOM field such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC 021, including three required courses and an elective:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any other Computer Science course numbered 100 and above, or MD 240, or MD 253

#### **The Computer Science Concentration**

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science.

The CS concentration consists of five courses beyond MC 021, including three required courses and two electives:

- MC 140 Computer Science I
- MC 141 Computer Science II
- MC 160 Computer Organization and Assembly Language
- Any two Computer Science courses numbered 300 and above

#### **Course Credit Information**

All Computer Science courses are prefixed by the letters MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be Arts and Science courses. In particular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses, and all courses numbered 300-699 are Arts and Science-credit courses.

#### **Undergraduate Course Offerings**

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

#### **MC 021 Computers in Management (Fall/Spring: 3)**

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use spreadsheet, database and internet-browsing applications. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. The course is currently taught using Microsoft Office on Windows-based machines. Credit will not be given for both MC 021 and MC 074.

*The Department*

**MC 031 Computers in Management-Honors (Fall: 3)**

This course is a more rigorous version of MC 021 designed for Honors students.

*James Gips*

**MC 074 Introductory Topics in Computer Science (Fall/Spring: 3)**

This is a gentle survey of computer science, intended for those students who know little to nothing about computing. Topics are chosen from: common computer applications, an introduction to programming, the world wide web, and a look at some state-of-the-art trends in computer science. This is a hands-on course, with weekly exercises on a computer. This is an excellent course both for becoming more computer literate and for determining whether you would like to continue to study in this exciting field. Credit will not be given for both MC 021 and MC 074.

*Robert Signorile*

*Peter Olivieri*

**MC 140 Computer Science I (Fall/Spring: 3)**

*Prerequisites:* No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the C programming language. Good program design methodology will be stressed throughout. There also will be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

*The Department*

**MC 141 Computer Science II (Fall/Spring: 3)**

*Prerequisite:* MC 140

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, in particular, the use of linked storage and recursive subprograms. 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.

*The Department*

**MC 160 Computer Organization and Assembly Language (Fall/Spring: 3)**

*Prerequisite:* MC 141

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

*Howard Straubing*

*James Gips*

**MC 240 Management Information Systems (Fall/Spring: 3)**

**Cross listed with MD 240**

See course description under MD 240.

*The Department*

**MC 248 Discrete Mathematics (Fall: 3)**

*Prerequisite:* One year of college mathematics

This course, intended for computer science majors, introduces the student to the fundamental notions of discrete mathematics,

with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

*Howard Straubing*

**MC 252 Systems Analysis (Fall/Spring: 3)**

*Prerequisite:* MC 140

The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The lifecycle of computer systems will be studied. The student will learn about the major methods and tools used in the systems development process. Students will work in groups to analyze a real-life problem and implement a solution.

*Peter Olivieri*

*Alicia Perez*

**MC 253 Electronic Commerce (Fall: 3)**

**Cross listed with MD 253**

See course description under MD 253

*The Department*

**MC 254 Business Systems (Fall/Spring: 3)**

*Prerequisites:* MC 021, MC 140

Business is the major user of computer systems today. This course covers advanced topics in the design and use of spreadsheets and databases. Topics include macros, Visual Basic, generating summary reports, user interface controls, multi-table databases, SQL, and client-server computing. The goal of the course is to turn users into "power users," that is, people who have the knowledge and skills to use the computer to their advantage in any business situation.

*Edward Sciore*

*Alicia Perez*

**MC 274 Topics in Information Systems (Fall/Spring: 3)**

This course covers topics of interest for Information Systems concentrators. This course is offered occasionally and topics may change.

*The Department*

**MC 290 Multimedia Programming (Fall: 3)**

*Prerequisite:* MC 140

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software package. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.

*Peter Olivieri*

**MC 357 Database Systems (Spring: 3)**

*Prerequisite:* MC 141

An introduction to relational database systems, with an emphasis on how they are built. Topics include file organization, indexing, relational query languages and their implementation, and transaction processing. If time allows, topics in database design and distributed databases will also be covered. This course will involve substantial programming in C and C++. It will *not* cover the use of commercial database applications; students interested in that should consider MC 254.

*Edward Sciore*

**MC 359 Artificial Intelligence (Fall: 3)**

*Prerequisite:* MC 140

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence. Topics include game playing (like chess or checkers), problem solving, natural language understanding, and vision.

*Peter Kugel*

**MC 362 Operating Systems (Fall: 3)**

*Prerequisite:* MC 141

The operating system manages a computer system's resources, assigns hardware to specific tasks, manages concurrent operations, protects the user's data and programs, and facilitates the sharing of a single computer by many users and the networking of many computers. This course deals with the main ideas used in the design and construction of such systems.

*Robert Signorile*

**MC 366 Principles of Programming Languages (Spring: 3)**

*Prerequisite:* MC 141

The course will focus on the essential concepts that are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding the concepts and their implementations in the different languages, the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

*Robert Muller*

**MC 374 Topics in Computer Science (Fall/Spring: 3)**

*Prerequisite:* Varies

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum.

*The Department*

**MC 383 Algorithms (Fall: 3)**

*Prerequisite:* MC 141 and either MT 445 or MT 245

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

*Peter Clote*

**MC 385 Theory of Computation (Spring: 3)**

*Prerequisite:* MC 141 and either MT 445 or MT 245

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines and undecidable problems, and computational complexity.

*Howard Straubing*

**MC 397 Honors Thesis (Fall/Spring: 3)**

Independent study project for students who want departmental honors. A written thesis and an oral presentation of the results is required. Arrangements with a faculty supervisor and the permission of the department are required for registration.

*The Department*

**MC 399 Readings in Computer Science (Fall/Spring: 3)**

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangements with a faculty supervisor and the permission of the department are required for registration.

*The Department*

***Undergraduate and Graduate Course Offerings***

**MC 606 Simulation and Modelling (Spring: 3)**

*Prerequisite:* MC 141

Computer simulation is the discipline of designing a model of an actual or theoretical system, executing the model on a computer and analyzing the results. This course explores the methods for systems model design and execution for computer simulation.

*Robert Signorile*

**MC 611 Digital Systems Lab (Spring: 3)**

*Prerequisite:* MC 160 or a course in physics

A laboratory-based study of computer hardware in which the students design and build simple digital circuits. Topics include the following: combinational and sequential circuits, input/output circuits, microprocessor interfacing and system design.

*William Ames*

**MC 633 Computer Graphics (Fall: 3)**

*Prerequisite:* MC 141

An introduction to the algorithms and techniques involved in representing 2-dimensional and 3-dimensional objects on a computer screen. The course will involve significant programming in C or C++.

*William Ames*

**MC 644 Scientific Computation (Spring: 3)**

*Prerequisite:* MC 140

This course examines numerical techniques used in solving problems that arise in scientific disciplines.

*Howard Straubing*

**MC 670 Technology and Culture (Fall: 3)**

An investigation into the effects of computer technology on society.

*William Griffith*

**MC 697 Object-Oriented Programming (Fall/Spring: 3)**

*Prerequisite:* MC 141

Features of object-oriented languages will be studied that differentiate them from traditional procedural languages, such as classes, inheritance, and polymorphism. Students will program in either Java or C++.

*Robert Muller*

*Edward Sciore*

***Graduate Course Offerings***

**MC 703 Computing and Information Systems (Fall/Spring: 3)**

**Cross listed with MD 703**

A major challenge facing management is the effective reaction and use of information and the systems that capture, structure and convey such information. This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning and performance issues involving information systems.

*The Department*

**MC 812 Information Systems Development (Spring: 3)**

**Cross listed with MD 812**

This course prepares students to work with or become an information systems analyst, either internal to a corporation or as a consultant and to manage systems development projects. The course covers concepts of methodologies and techniques used for systems analysis and design and technologies used during the development of information systems. The course will take an applied approach. Students will follow the process of systems development from incep-



tion of a project through the specification of what the system is to do (i.e., functional specifications or system requirements), through design and implementation.

*John Spang*

**MC 823 International Perspectives IS (Fall: 3)**

**Cross listed with MD 823**

See course description under MD 823.

*The Department*

**MC 833 Telecommunications Management (Fall: 3)**

This course seeks to give students an overview of telecommunications from a management perspective by exploring the technologies, applications and market forces of this dynamic industry. The focus will be on the concepts central to understanding today's voice, data, image, video and facsimile communications. Projects, assignments and examinations will require applying these concepts in the role of technology decision-maker.

*Tom Fontanella*

**MC 853 Electronic Commerce (Spring: 3)**

**Cross listed with MD 853**

See course description under MD 853.

*The Department*

**MC 854 Database Systems (Fall: 3)**

An introduction to relational database systems. Topics include relational database principles, the SQL query language, application development using forms, database design, and implementation issues. There will be extensive use of an actual database package; such as Microsoft Access or Oracle.

*John Spang*

**MC 897 Directed Readings (Fall/Spring: 3)**

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangement with a faculty supervisor and the permission of the department are required for registration.

*The Department*

**Economics**

***Undergraduate Program Description***

The major in Economics provides a critical examination of how the economic system works in a Western mixed economy. Required courses in micro and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, and public policy analysis. The major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro theory are offered both semesters and may be taken in either order.

**Junior Year**

- *First Semester:* Microeconomic Theory 201 or 401
- *Second Semester:* Macroeconomic Theory 202 or 402

**Senior Year**

- *First Semester:* Economics Elective
- *Second Semester:* Economics Elective

**Finance**

***Faculty***

**Francis B. Campanella**, *Professor and Executive Vice President*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

**Edward J. Kane**, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alicia Munnell**, *Drucker Professor*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Alan Marcus**, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Robert Taggart**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehrani**, *Professor*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**George A. Aragon**, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

**Elizabeth Strook Bagnani**, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

**Thomas Chemmanur**, *Associate Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

**Clifford G. Holderness**, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edith Hotchkis**, *Associate Professor*; B.A., Dartmouth; Ph.D., New York University

**John G. Preston**, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

**William J. Wilhelm**, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

**Perluigi Balduzzi**, *Assistant Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**Eric Jacquier**, *Assistant Professor*; Ingenieur Supelec Ecole Supérieure d'Electricité, Paris; M.B.A., U.C.L.A.; Ph.D., University of Chicago

**Pegaret Pichler**, *Assistant Professor*; B.S., Cornell University; M.S., Ph.D., Stanford University

**Departmental Notes**

- Department Secretary: Sandra Howe, 617-552-2205, sandra.howe.2@bc.edu
- Department Secretary: Joyce O'Connor, 617-552-4647, joyce.oconnor@bc.edu
- World Wide Web  
[http://www.bc.edu/bc\\_org/avp/csom/Finance/default.html](http://www.bc.edu/bc_org/avp/csom/Finance/default.html)

***Undergraduate Program Description***

Financial management involves the efficient management of funds within the economic entities listed in the four categories below. Such management includes methods for the provision of funds and the allocating or investing of these funds on a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business firms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known

as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role. Because of the Carroll School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, investments, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, and they encompass all industrial groups ranging from line management functions to advisory staff positions. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself/herself.

*Financial Institutions:* They include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.

*Manufacturing Firms:* They include privately held and publicly owned firms large and small that sell goods ranging from standardized products to high technology systems.

*Service Firms:* They include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas that incorporate finance as a necessary function of their operations, e.g., retailing, tourism, or entertainment.

*Not-for-Profit or Government Firms/Agencies:* They include entities providing services in health care, education, social services, the arts, etc.

These sectors all share the skills, tasks and functions that are involved in a financial management position. Students are encouraged to talk to people active in specific areas of interest in order to understand the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system that supplements faculty advisement.

### Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

#### Prescribed Courses:

- MF 021 Basic Finance
- MF 127 Financial Analysis and Management (*Prerequisite:* MF 021)
- MF 151 Investments (*Prerequisite:* MF 021)
- MF 225 Financial Policy (*Prerequisite:* MF 127)

- Student-selected departmental elective.  
Students may select one of the following courses:
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
- MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
- MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
- MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
- MF 207 Real Estate Finance (*Prerequisite:* MF 021)
- MF 230 International Finance (*Prerequisite:* MF 021)
- MF 235 Investment Banking (*Prerequisite:* MF 021)
- MF 299 Individual Directed Study (*Prerequisites:* MF 021, Senior status, permission of faculty member and Department Chairperson)
- MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of Senior status only)
- MF 364 Monetary and Fiscal Policy (*Prerequisite:* MF 021)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses to be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Financial Analysis and Management
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

### Undergraduate Course Offerings

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

#### MF 021 Basic Finance (Fall/Spring/Summer: 3)

*Prerequisite:* Management Core MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

*The Department*

#### MF 031 Basic Finance-Honors (Fall: 3)

*Prerequisite:* MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

*The Department*

#### MF 127 Corporate Finance (Fall/Spring: 3)

*Prerequisite:* Management Core MF 021

This course was formerly titled "Financial Analysis and Management." Course title change effective January 1999.

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage,

working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

*The Department*

**MF 132 Money and Capital Markets (Fall/Spring: 3)**

*Prerequisite:* MF 021

This course is designed to teach students about the nature, role and function of financial markets and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

*The Department*

**MF 151 Investments (Fall/Spring/Summer: 3)**

*Prerequisite:* Management Core MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*The Department*

**MF 158 Commercial Bank Management (Fall: 3)**

*Prerequisite:* MF 021

This course includes a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

*The Department*

**MF 160 Financial Planning, Budgeting and Control (Spring: 3)**

*Prerequisite:* MF 021 and MF 127

Financial planning is the process by which the enterprise evaluates its alternate investment and financing strategies. The firm's costs and expenses will be examined to establish a framework of cash and profit planning. Financial planning also will be viewed from the perspective of long-term or strategic planning. Financial modeling techniques will be used to establish the firm's growth capacity, ultimately leading to the development of pro forma financials and working budgets.

*The Department*

**MF 205 Small Business Finance (Fall/Spring: 3)**

*Prerequisite:* MF 127 and MF 151

This course applies the tools and concepts covered in MF 127 Financial Analysis and Management to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

*The Department*

**MF 207 Real Estate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department*

**MF 225 Financial Policy (Fall/Spring: 3)**

*Prerequisite:* MF 127

This course extends the treatment of a firm's investment, financing, and dividend decisions begun in MF 127 Financial Analysis and Management. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

*The Department*

**MF 230 International Finance (Fall/Spring: 3)**

*Prerequisite:* MF 021

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. Lecture, class discussion, problems, and cases will be employed.

*The Department*

**MF 299 Individual Directed Study (Fall/Spring/Summer: 3)**

**Permission of the faculty member and the Department Chairperson must be given to a student of Senior status in the Carroll School of Management.**

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some 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*

**MF 364 Monetary and Fiscal Policy (Fall/Spring: 3)**

*Prerequisite:* MF 021

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanisms through which monetary policy impacts the real economy and the price level. It will also look at the complexity of monetary policy decision making: the tradeoff between unemployment and inflation, the link between monetary policy tools and nominal GDP, uncertainties about the strength of the economy, and impact of monetary policy changes on the bond and stock market. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years. The discussion will cover reasons for the large budget deficits during the 1980s and their effect on the economy. The course will conclude with the outlook for entitlement spending and tax reform.

*The Department*

*Undergraduate and Graduate Course Offerings*

**MF 614 Management of Mutual Funds (Spring: 3)**

*Prerequisite:* MF 021

This course will focus on the management of the mutual fund as a business. Topics considered may include the regulation of funds, portfolio management for funds, marketing issues, brokerage transactions, servicing fund shareholders, and the role of retirement plans in the mutual fund business.

*The Department*

**MF 615 Financial Services Firms (Fall: 3)**

*Prerequisite:* MF 021

This course was formerly MF 841, titled "Organization Design for Financial Services Firms." Course number and title change effective January 1999.

The course begins by emphasizing the information intensive nature of financial products and services and the prominent role of human/intellectual capital in their production. Within this context, the impact of managerial decisions regarding the assignment of decision-making authority performance evaluation and compensation policies, and firm transparency on the firm's market value are considered. Special topics include the management of information and distribution networks, risk management as a compliment to performance evaluation and compensation policies, determinants of the vertical and horizontal scope of the firm and the management of strategic alliances with competitors.

*The Department*

**MF 616 Investment Banking (Fall/Spring: 3)**

*Prerequisite:* MF 021 Basic Finance (MF 151 or MF 801 is recommended.)

This course was originally listed as MF 235. Course number change effective January 1999.

This course will (1) provide students with an economic perspective on the investment banking industry, (2) help them develop "tools of the trade," particularly methods of financial engineering and, (3) provide a framework for managing (attracting, developing, and retaining) human capital.

*The Department*

*Graduate Course Offerings*

**MF 704 Financial Management (Fall/Spring/Summer: 3)**

*Prerequisite:* Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department*

**MF 722 Financial Management (Spring: 3)**

*Prerequisite:* MA 713

This is a First Year M.B.A. Core course in Finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investor's valuation of securities is linked to both the net present value rule for corporate decisions and possible sources of value creation.

*The Department*

**MF 727 Special Topics, M.B.A. Core (Spring: 3)**

This course was formerly titled "Global Financial System." Course title change effective January 1999.

The contents of this course will vary semester to semester depending on the interests and expertise of the instructor.

*The Department*

**MF 801 Investments (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 704 or MF 722

This course was formerly titled "Investments: The Valuation of Financial Instruments." Course title change effective January 1999.

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department*

**MF 802 Venture Capital (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 704 or MF 722 (MF 801 and MK 705 or MK 721 also strongly recommended)

Students will learn about the various dimensions of venture capital and gain a preliminary working knowledge of the venture capital process and the challenges of capital within the entrepreneurial setting. The course will help students understand the steps necessary to create a fund, to attract and to analyze venture capital investments, to create value within the portfolio companies, and to coordinate exit strategy. This course will help those interested in small business to better understand this popular source of capital, and help those interested in a career in an entrepreneurial company or in venture capital to better understand the venture business.

*The Department*

**MF 803 Portfolio Theory (Summer: 3)**

*Prerequisite:* MF 704 (MF 801 is recommended.)

This course has three broad objectives: (1) to examine relevant theories and empirical evidence pertaining to the construction, management, and evaluation of securities portfolios, (2) to provide exposure to the practical aspects of portfolio management, and (3) to help the student apply course concepts in a research project.

*The Department*

**MF 804 Advanced Topics: Venture Capital Field Studies (Spring: 3)**

*Prerequisite:* MF 802 and completion of the MBA Core requirements. M.S. in Finance students should have had courses in marketing and information technology.

**Entry to course by permission of instructor only**

This course is intended for students who are interested in starting or working for new ventures. Teams of three to five students will work on specific assignments for an actual new venture. The students will work with the new ventures' management under the guidance of the instructor. Class sessions will consist of individual team meetings with the instructor, lectures by the instructor or a guest discussing more general new venture issues, and/or each team presenting the firm's opportunities, problems and solutions to both the client and their classmates.

*The Department*

**MF 807 Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital bud-

getting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department*

**MF 808 Financial Policy (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801 and MF 807 (M.S. in Finance students must complete at least six courses prior to MF 808.)

This course applies financial theories, techniques and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course, and present the study to the class.

*The Department*

**MF 818 Financial Markets and Instruments (Spring: 3)**

*Prerequisite:* MF 704 or MF 722

The course focuses on the general functions of money and capital markets as well as the role of financial institutions as intermediaries within the system. The course also examines the important characteristics of the different financial instruments available in these markets, the flow of funds process and the concept of financial intermediation.

*The Department*

**MF 820 Commercial Banks and Other Financial Institutions (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 704 or MF 722

This course was formerly titled "Management of Financial Institutions." Course title change effective January 1999.

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*The Department*

**MF 831 International Financial Management (Fall/Spring: 3)**

*Prerequisite:* MF 704 or MF 722

This course introduces students to the financial management problems of a firm operating in an international environment. Explores the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow and the positioning of assets on a global basis. Studies the complexities of a multinational environment, with emphasis on money and capital market opportunities not normally available to a domestic firm.

*The Department*

**MF 840 Special Topics in Financial Services Management (Summer: 3)**

*Prerequisite:* MF 704 or MF 722

Surveys a variety of topics in financial services management. Course content will vary over time and with the interests and expertise of the instructor. In contrast to the commercial banking emphasis of MF 820 and MF 821, students should expect a greater emphasis on the role of financial intermediaries in the private and public debt and equity markets. Likely topics include venture capital, security design, securities distribution, and the design and regulation of securities markets.

*The Department*

**MF 852 Quantitative Methods in Finance (Fall/Spring: 3)**

*Prerequisite:* Introductory Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department*

**MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801

This course was formerly titled "M.S. in Finance Seminar: Derivatives and Risk Management." Course title change effective January 1999.

This course is reserved for special topics, offering advanced coursework in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging and dynamic hedging. Applications from commodity, equity, bond and mortgage-backed markets are considered.

*The Department*

**MF 863 Ph.D. Seminar: Investments (Spring: 3)**

This doctoral seminar will study recent developments in investment theory and management. Possible topics include pricing theory applications, option pricing theory and strategies, improved event study methodology, portfolio theory incorporating futures and options, specifications generating process, portfolio selection under alternative criteria, small firm and end-of-year effects, the effects of dividends and unexpected earnings on common stock prices and commodities.

*The Department*

**MF 868 Bankruptcy and Financial Distress (Spring: 3)**

*Prerequisite:* MF 807

This course was formerly titled "M.S. in Finance Seminar: Bankruptcy and Financial Distress." Course title change effective January 1999.

This course focuses on evaluating and predicting the financial health of the firm, as well as managing companies before, during, and after bankruptcy. It treats restructuring, reorganization, and liquidation. The course also considers troubled companies as investment opportunities and develops valuation concepts from the perspective of an outside auditor.

*The Department*

**MF 869 Fundamental Analysis (Fall/Spring: 3)**

This course was formerly titled "M.S. in Finance Seminar: Fundamental Analysis." Course title change effective January 1999.

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis and "the art of the management interview."

*The Department*

**MF 880 Capital Market Theory (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing inter-

est rate risk, the theory of portfolio choice and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MF 881 Theory of Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm; includes a discussion of the effects of taxes, bankruptcy costs and agency costs on these decisions. Also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging and payout policies.

*The Department*

**MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations and optimal control.

*The Department*

**MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)**

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

*The Department*

**MF 892 Ph.D. Seminar: Teaching Workshop (Fall: 3)**

*The Department*

**MF 897 Directed Readings (Fall/Spring/Summer: 3)**

By arrangement

*The Department*

**MF 898 Directed Research (Fall/Spring/Summer: 3)**

By arrangement

*The Department*

**MF 899 Directed Study (Fall/Spring/Summer: 3)**

*Prerequisites:* Upper-level M.S. in Finance status, consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

*The Department*

**MF 999 Doctoral Continuation (Fall/Spring: 0)**

*The Department*

**General Management**

***Undergraduate Program Description***

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that men and women can live better, safer and more fulfilling lives. Within this broad framework, the purpose of

the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management in the context of an integrated and rigorous curriculum.

Students might decide to concentrate in this area for either of the following reasons:

- A desire to pursue a cross-disciplinary approach to Management.
- A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter to enter the family business.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Associate Dean.

***Concentration in General Management***

*Track A:* Choose two areas. Within each area there is one required course and the option for one elective.

*Track B:* Choose the required course from each of four areas.

**Note:** Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must not, on their selection of Tracks, overlap their primary concentration. For example, a Marketing concentrator may not include Marketing as an area within a Track.

**Accounting**

*Required Courses:*

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II

*Electives:* None.

**Computer Science**

*Required Course:*

- MC 140 Computer Science I

*Electives:*

- MC 141 Computer Science II
- MC 252 Systems Analysis
- MC 254 Business Systems
- MC 452 Assembly Language

**Finance**

*Required Courses:*

- MF 127 Financial Analysis and Management
- MF 151 Investments

*Electives:* None.

**Marketing**

*Required Course:*

- MK 253 Basic Marketing Research, or
- MK 256 Applied Marketing Management

*Electives:*

- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 155 Sales Management
- MK 158 Product Planning and Strategy
- MK 168 International Marketing
- MK 253 Basic Marketing Research
- MK 256 Applied Marketing Management

**Organization Studies/Human Resources Management**

*Required Course:*

- MB 110 Human Resources Management

*Electives:*

- MB 111 Ethics Management and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organization
- MB 120 Employment Policy

- MB 123 Management of Conflict and Power
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Personnel and Organizational Research
- MB 364 Collective Bargaining
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology

### Operations and Strategic Management

*Required Course:*

- MD 370 Operations Analysis
- Electives:* Choose one:
- MD 225 Strategic Development (An Interactive Approach)
  - MD 260 Ethical Issues in Management
  - MD 375 Operations and Competition
  - MD 384 Applied Statistics
  - MD 604 Management Science
  - MD 605 Simulation Methods
  - MD 603 Decision Analysis
  - MD 606 Forecasting Techniques
  - MD 607 Management of Service Operations

Students considering these options should discuss particular course selections with appropriate department faculty.

### Management Honors Program

#### *Undergraduate Program Description*

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Management Communication Skills, and MH 199 the Senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

#### *Undergraduate Course Offerings*

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

#### **MH 011 Introduction to Ethics (Fall/Spring: 1)**

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas. This is a one-credit sixth course taken during one semester of the freshman year taught by professors in the CSOM.

*CSOM Professors*

#### **MH 126 Business and Professional Speaking (Fall/Spring: 3) Honors Program**

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The follow-

ing areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, learning ways to analyze and evaluate the oral presentations of others. This course is restricted to students in the CSOM Honors Program.

*CSOM Professors*

#### **MH 199 Senior Honors Thesis (Fall: 3)**

*Prerequisites:* The Senior Honors Thesis is a requirement of all School of Management Honors Program Seniors, or by permission of the Dean and Director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work are that it be of high academic excellence and that it be of importance and interest to the student.

*Director, CSOM Honors Program*

### Marketing

#### *Faculty*

**Victoria L. Crittenden**, *Associate Professor*; Chairperson of the Department; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**John T. Hasenjaeger**, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

**Raymond F. Keyes**, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

**Michael P. Peters**, *Associate Professor*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

**Gerald E. Smith**, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**Michael Brady**, *Assistant Professor*; B.S., Florida State University; M.B.A., Jacksonville University; Ph.D., Florida State University

**John E. Hogan**, *Assistant Professor*; B.S., Auburn University; M.B.A., Indiana University; Ph.D., University of North Carolina

**Charles Noble**, *Assistant Professor*; B.S., Boston College; M.B.A., Babson College; Ph.D., Arizona State University

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

**Deborah Utter**, *Lecturer*; B.A., Skidmore College; M.B.A., University of Chicago

#### **Departmental Notes**

- Department Secretary: Elizabeth Shanley, 617-552-0420, [elizabeth.shanley@bc.edu](mailto:elizabeth.shanley@bc.edu)
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/csom/Marketing/default.html](http://www.bc.edu/bc_org/avp/csom/Marketing/default.html)

#### *Undergraduate Program Description*

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special pro-

jects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

**Concentration in Marketing**

Beyond the required Core course (Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 155 Sales Management
- MK 157 Professional Selling
- MK 158 Product Planning and Strategy
- MK 161 Direct Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship and Marketing
- MK 172 Marketing Ethics and Creative Thinking
- MK 180 Marketing Topics
- MK 299 Individual Study

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.

**Undergraduate Course Offerings**

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

**MK 021 Marketing Principles (Fall/Spring: 3)**

This course will explore the basic concepts, principles and activities that are involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics.

*The Department*

**MK 148 Service Marketing (Fall/Spring: 3)**

*Prerequisite:* MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied: TV and radio stations, hospitals and HMO's, hotels, theaters, music groups and airlines; service providers: accountants, lawyers, doctors, and dentists.

*Maria Sannella*

**MK 152 Consumer Behavior (Fall/Spring: 3)**

*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, under-

stand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes, (2) group influences such as family, culture, social class and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

*Sandra Bravo*

*Maria Sannella*

**MK 154 Communication and Promotion (Fall: 3)**

*Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*Sandra Bravo*

**MK 155 Sales Management (Spring: 3)**

*Prerequisite:* MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

*John T. Hasenjaeger*

**MK 157 Professional Selling (Fall/Spring: 3)**

*Prerequisite:* MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople representing the modern corporation need greater expertise. Methods that were successful in the past are giving way to new and demanding disciplines. This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics. It is suitable for students who want to learn about selling and what is required for success in this demanding environment.

*John Dimodica*

*Richard Siber*

**MK 158 Product Planning and Strategy (Fall/Spring: 3)**

*Prerequisite:* MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

*Michael Peters*



**MK 161 Direct Marketing (Spring: 3)**

*Prerequisite:* MK 021

Direct Marketing is an important and highly visible form of marketing which costs businesses several billion dollars each year. The study of direct marketing includes the following: marketing strategy, offer planning and positioning, list selection and segmentation, databases, fulfillment, developing and testing campaigns, catalog marketing, telephone marketing, direct response marketing, business-to-business marketing, and more. This comprehensive look at the world of direct marketing will provide students with a foundation and an understanding of the process, as well as the ability to critically analyze campaigns. Students will also be given the opportunity to develop a direct marketing campaign in a project that will be completed over the course of the semester.

*Sandra Bravo*

**MK 168 International Marketing (Spring: 3)**

*Prerequisite:* MK 021

As more and more U.S. companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. Although the basic marketing functions are similar, there are significant differences in the way these functions are carried out in other countries, and the international marketer needs to understand how the people in these different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

*George Jedras*

**MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall/Spring: 3)**

*Prerequisites:* MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involve considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management and marketing of the new venture.

*Michael Peters*

**MK 172 Marketing Ethics and Creative Thinking (Spring: 3)**

*Prerequisite:* MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

*Raymond F. Keyes*

**MK 253 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. Providing this information is the responsibility of the marketing research function. The goal of this course is to provide students with

a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*Michael Brady*

**MK 256 Applied Marketing Management (Fall/Spring: 3)**

*Prerequisite:* MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

*Victoria Crittenden*

*Raymond Keyes*

**MK 299 Individual Study (Fall/Spring: 3)**

This is an individualized course that is developed by a student and a faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

*The Department*

**Graduate Course Offerings****MK 705 Marketing (Fall/Spring: 3)**

This course focuses on the managerial skills, tools and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*The Department*

**MK 719 Key Strategies in Marketing (Spring: 2)**

Building on the knowledge gained in the core marketing class, this course pursues key strategic marketing issues in-depth. With market orientation as the central focus, areas examined include: growth strategies, target market strategies, marketing relationships, marketing program development, organizing the marketing function, implementation and marketing performance assessment.

*The Department*

**MK 721 Marketing (Fall: 2)**

This course focuses on the managerial skills, tools and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*The Department*

**MK 801 Marketing Research (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis and the applications of research to the task of managing the marketing effort. Case projects developed.

*Michael Brady*

**MK 803 Product Planning and Strategy (Spring: 3)**

*Prerequisite:* MK 705 or MK 721 and at least one other marketing elective

**Permission of instructor required**

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product. Limited to 24 students.

*Michael Peters*

**MK 807 International Marketing Management (Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

*George Jedras*

**MK 810 Advanced Topics in Marketing (Fall/Spring: 3)**

Advanced elective courses based on student interest and faculty availability. Topics include industrial marketing and services marketing.

*The Department*

**MK 813 Financial Services Marketing (Spring: 3)**

*Prerequisites:* MK 705 or MK 721, MK 801 is also recommended

Success in financial services requires a dedicated focus on the customer, providing them with superior service, through assessing the firm's effectiveness in terms of customer attraction and loyalty. Financial services managers must adopt a customer orientation, and be able to apply a number of strategic marketing tools. In addition, they must acquire and analyze market information to enhance their marketing understanding and develop the most effective strategies. This course will thus focus on marketing tools, techniques, and strategies necessary for managing financial institutions, as well as the strategic use of market information.

*Martin Roth*

**MK 814 Pricing Policy/Strategy (Fall: 3)**

*Prerequisites:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting.

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing

price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing and research methods for assessing price sensitivity.

*Gerald Smith*

**Operations and Strategic Management**

**Faculty**

**Walter H. Klein**, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**Joseph A. Raelin**, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

**Jeffrey L. Ringuest**, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

**Larry P. Ritzman**, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

**M. Hossein Safizadeh**, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

**Sandra A. Waddock**, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

**Samuel B. Graves**, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

**Hassell McClellan**, *Associate Professor and Dean of the Graduate School*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

**David C. Murphy**, *Associate Professor*; Chairperson of the Department; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Richard A. Spinello**, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**Randolph H. Case**, *Assistant Professor*; B.S., University of Virginia; M.B.A., Columbia University; Ph.D., University of Pennsylvania

**Charles E. Downing**, *Assistant Professor*; B.A., M.S., Ph.D., Northwestern University

**Robert G. Fichman**, *Assistant Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**Joy Field**, *Assistant Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**John Gallaugh**, *Assistant Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Marta Geletkanczy**, *Assistant Professor*; B.S. Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

**Debashish N. Mallick**, *Assistant Professor*; B.Tech., Indian Institute of Technology; M.B.A., University of Arkansas; Ph.D., University of Texas, Austin

**Larry C. Meile**, *Visiting Assistant Professor*; B.S., M.B.A., University of Wisconsin; Ph.D. Texas Tech University

**Lawrence Halpern**, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

**David R. McKenna**, *Lecturer*; B.S., M.B.A., Boston College

**Departmental Notes**

- Department Secretary: Mary Costello, 617-552-0460, mary.costello1@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/csom/MO/default.html](http://www.bc.edu/bc_org/avp/csom/MO/default.html)

**Program Description**

Management education needs to link the strategic decisions that firms make regarding product and service choice, investment in

technology, people, plant and equipment, and resource allocation with the daily operational decisions made in the production of the firm's goods and services. Management education needs to prepare managers to add value to their organization, that is, to increase the value of the firm's products or services and to measurably add to profit and social well being. Future managers must be prepared to supervise and work with technical and operational specialists, and they must be increasingly sensitive to both environmental and ethical issues.

How is all this to be done? What skills do future managers need? What kind of thinking, analysis, and managerial action will be necessary to keep the United States economy competitive in the long run? What kind of management education will best prepare future managers? All managers must have a thorough understanding of the functional areas of management. In addition, future managers must learn to focus on and link decision-making at two levels of analysis: (1) the strategic level, where managers identify the economic, social, political, and ethical issues with which their organizations must contend in the long and short term, and for which they must formulate and implement strategic plans; and (2) the operational level, where managers focus on the supply side of what every organization does, the transformation of human, physical, and technical resources into goods and services.

### Objectives of the Undergraduate Concentration

The objectives of the undergraduate concentration in Operations and Strategic Management are to develop managers who can:

- exercise managerial judgment analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- have a global perspective have a broad view of the role of general managers possess a thorough understanding of the operations function
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques become computer literate

### Courses Required for the Concentration

The following two courses are required for the concentration:

- MD 370 Operations Analysis
- MD 375 Operations and Competition

The student must also take at least one of the following electives:

- MD 384 Applied Statistics
- MD 603 Decision Analysis
- MD 604 Management Science
- MD 605 Simulation Methods

The student must also take at least one additional course from the following electives:

- MD 225 Strategy Development—An Interactive Approach
- MD 260 Ethical Issues in Management
- MD 299 Independent Study
- MD 384 Applied Statistics
- MD 603 Decision Analysis
- MD 604 Management Science
- MD 605 Simulation Methods
- MD 606 Forecasting Techniques

- MD 607 Management of Service Operations
- MC 340 Management Information Systems

In addition, other courses recommended by the department include the following:

- MA 307 Managerial Cost Analysis
- MB 110 Human Resource Management
- MB 116 Labor-Management Relations
- MF 127 Financial Analysis and Management
- MF 151 Investments
- MJ 152 Labor Law
- MK 158 Product Planning and Strategy
- MK 253 Marketing Research

### Careers in Operations and Strategic Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. In a manufacturing firm the senior executive would likely have the title of Vice President of Manufacturing, whereas the corresponding title in a service industry, such as banking or health care, would be Vice President or Director of Operations. At lower levels in the firm are positions such as Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and a comprehensive corporate strategy. Salaries for majors in operations and strategic management are and will likely remain competitive with all other concentrations in management.

### Study Abroad

Students concentrating in Operations and Strategic Management who are interested in studying abroad are encouraged to consider Lancaster University. Lancaster was the first British university to establish a department of Operational Research and Operations Management and they maintain a strong reputation in this field. At Lancaster students can take courses that will count directly towards their requirements for the concentration in Operations and Strategic Management.

### Undergraduate Course Offerings

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

#### MD 021 Management and Operations (Fall/Spring: 3)

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, and MC 021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

*The Department*

#### MD 031 Management and Operations—Honors (Fall: 3)

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, MC 021

Operations management focuses on the planning, implementation and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making. The course is taught in an interactive setting and requires class participation. This is a core course for the CSOM Honors Program.

*D.N. Mallick*

**MD 099 Strategy and Policy (Fall/Spring: 3)**

*Prerequisite:* Successful completion of the CSOM Core Requirements

Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021, which must then be taken with MD 099. This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course emphasizes decision making and action taking through a case and discussion based teaching methodology, and 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 based on solid strategic analysis.

*The Department*

**MD 100 Competitive Strategy-Honors (Fall: 3)**

*Prerequisites:* MD 100 substitutes for MD 099 in the CSOM Core Requirements; hence, it has the same prerequisites as MD 099.

This 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.

*The Department*

**MD 240 Management Information Systems (Fall/Spring: 3)**

*Prerequisite:* MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, from the division level, and from the enterprise level.

*The Department*

**MD 253 Electronic Commerce (Fall/Spring: 3)**

Electronic commerce is more than just a buzz word—business on the Internet has altered the competitive landscape for large and small corporations alike and it is still in its early stages. Electronic commerce is reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. All managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about its impact on the

future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

*The Department*

**MD 260 Social Issues in Management (Fall/Spring: 3)**

This course provides a broad base for understanding the strategic importance of linkages that exist between businesses and the rest of society. It focuses on managing in the complex and dynamic political-legal, socio-cultural, ecological, and ethical environments with which businesses necessarily must contend. Emphasizing the primacy of positive relationships with a broad range of critical stakeholders, including owners, employees, customers, communities, government, activists, and nations, especially for companies operating globally, the course provides a broad strategic lens for understanding management in the societal context. The case method, experiential exercises, and interactive learning are emphasized as teaching methods.

*Lawrence Halpern*

**MD 299 Independent Study (Fall/Spring: 3)**

*Prerequisites:* Senior standing, consent of Department Chairperson

The student works under the direction of an individual professor. By arrangement.

*The Department*

**MD 375 Operations and Competition (Spring: 3)**

*Prerequisite:* MD 021

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and an understanding of the tangible link between operations practices and competitive success. Topics to be covered include an overview of manufacturing and operations strategy, process analysis and design, productivity and performance, worker management, quality management, process improvement and learning, new technology choice, and new product and process introduction. The course will be discussion based with emphasis on case analysis. This course is required for the Operations and Strategic Management concentration.

*The Department*

**MD 384 Applied Statistics (Spring: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite, and an acquaintance with linear algebra and the ability to use a computer are desirable.

*David R. McKenna*

*Undergraduate and Graduate Course Offerings*

**MD 604 Management Science (Fall: 3)**

*Prerequisites:* MD 099, MD 707 or MD 723

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory and decision trees. Strongly recommended for students interested in operations management.

*The Department*

**MD 606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

*David R. McKenna*

**MD 607 Management of Service Operations (Spring: 3)**

*Prerequisites:* MD 099, MD 707 or MD 723

The ever increasing contribution of the service sector to the growth of GNP and the growing dependence of a highly automated manufacturing sector on service industries make the prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics included are focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues. A good deal of emphasis is placed on case studies and the analysis of real-world scenarios.

*M. Hossein Safizadeh*

**Graduate Course Offerings****MD 700-701 Economics (Fall/Spring: 3)**

This course covers both microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored, with Hicks' general equilibrium providing an elegant synthesis. Lastly, the focus shifts outside the domestic economy to examine interational trade, exchange rates, and balance of payments.

*The Department*

**MD 703 Computer Information Systems (Fall: 3)**

A major challenge facing management is the effective reaction and use of information and the systems that capture, structure and convey such information. This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning and performance issues involving information systems.

*The Department*

**MD 705 Statistics (Fall/Spring: 3)**

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

*The Department*

**MD 707 Operations Management (Fall/Spring: 3)**

*Prerequisite:* MD 705

This course covers the concepts, processes and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are

applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing both the strengths, limitations and usefulness of management science approaches.

*The Department*

**MD 714 Statistics (Fall: 2)**

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

*The Department*

**MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing and operations management.

*The Department*

**MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions and business examples.

*The Department*

**MD 729 Managing Operations for Competitive Advantage (Spring: 2)**

This course covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT and scheduling systems are covered. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussion and business examples.

*The Department*

**MD 803 Management Decision Making (Fall: 3)**

*Prerequisites:* MM 710 or MM 740, or consent of instructor

Uses a general management simulation to clarify the relationships among the functional departments. Students prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition.

*The Department*

**MD 804 Management of Quality (Spring: 3)**

*Prerequisite:* MD 705 or MD 714

This course presents a series of topics which are essential to a company's ability to remain competitive by developing and delivering products and services of superior quality. The course presents a wide range of topics in the management and control of quality in both manufacturing and services. Topics include product design, Taguchi methods of improving product design, product reliability, statistical process control, process capability, total quality management, continuous improvement, empowerment, benchmarking, customer focus, and service recovery. These topics illustrate the central role of quality management in a successful business strategy.

*Samuel Graves*

**MD 808 Entrepreneurship and New Ventures (Spring: 3)**

Explores the multifaceted aspects of setting up and operating a new business enterprise. Topics include the legal perspective on business organization, technological forecasting, accounting and financial aspects of new business formation, special tax issues relating to small businesses, product and market planning, principles and practices of small business valuation and mergers and acquisitions as they relate to the overall task of managing growth. Uses cases and visiting discussants as well as class discussions.

*The Department*

**MD 810 Small Business Management Strategy (Fall: 3)**

*Prerequisite:* MM 710 or MM 740

Stresses the similarities and differences in applying strategic and functional area concepts and analyses to small business management. Emphasizes a team consulting project selected by students from a number of firms that have asked the instructor for consulting help.

*The Department*

**MD 815 Management of Technology and Innovation (Spring: 3)**

*Prerequisite:* MM 710 or MM 740 (can be concurrent) or permission of the instructor

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to define a technology strategy; identify promising technical opportunities; evaluate and select among competing technologies; nurture the innovative capabilities of the firm; and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

*The Department*

**MD 823 International Perspectives on Information Management (Fall: 3)**

This course traces the evolution of national and regional communications infrastructures, including the shift from monopoly, state-owned systems to privatization and competition, the role of standards, and the emergence of the Internet as a global network. Within this context, it will provide a more detailed analysis of the communications developments in different regions of the world with particular emphasis on the implications for information man-

agement and connectivity requirements in traditional multinational corporations and the emergence of an international electronic marketplace on the Web.

*Mary Cronin*

**MD 831 Advanced Topics in Operations Management (Fall/Spring: 3)**

*Prerequisite:* MD 707 or MD 723 and any requirement of a particular topic

In-depth treatment of an area not covered in the regular curriculum. Topics drawn from faculty research and professional interests, theoretical and applied developments in the field, and graduate student interests.

*The Department*

**MD 841 Advanced Topics in Strategic Management (Fall/Spring: 3)**

*Prerequisites:* MM 710 or MM 740 strongly recommended, or consent of the instructor

Deals with the strategy formulation and implementation problems that face all organizations. Analyzes how strategy permeates and is implemented by policy, organization and control. Emphasizes the organization's integration and adaptation to its dynamic internal and external environment.

*The Department*

**MD 853 Electronic Commerce (Spring: 3)**

Analyst groups predict that by the year 2000 business transactions transmitted over the Internet will top \$200 billion. This course provides a framework for students to analyze three important and interrelated components of this wave of Electronic Commerce. The first is the network and security infrastructure required for business to flourish on the Web. With this structure in mind, discussion will turn to how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. Not all industries are adopting the Internet at the same pace or in the same style, however. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

**MD 897 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

**MD 898 Directed Research I (Fall/Spring: 3)**

*Prerequisite:* Consent of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MD 899 Directed Research II (Fall/Spring: 3)**

*Prerequisite:* Consent of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**Organizational Studies—Human Resources Management**

*Faculty*

**Donald J. White**, *Dean Emeritus and Distinguished Emeritus*

*Professor; B.S., Boston College; A.M., Ph.D., Harvard University*

**Jean M. Bartunek, R.S.C.J.**, *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

**Richard P. Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**William R. Torbert**, *Professor*; B.A., Ph.D., Yale University

**Stephen Borgatti**, *Associate Professor*; B.A., Cornell University; Ph.D., University of California, Irvine

**Judith Clair**, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

**Dalmar Fisher**, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

**Judith R. Gordon**, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**John W. Lewis, III**, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

**William Stevenson**, *Associate Professor*; Chairperson of the Department; B.S., University of Maryland; M.A., Ph.D., University of California

**W. E. Douglas Creed**, *Assistant Professor*; B.A., M.A., Yale Divinity School; Ph.D., University of California, Berkeley

**Candace Jones**, *Assistant Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

### Departmental Notes

- Department Secretary: Jean Passavant, 617-552-0450, [jean.passavant@bc.edu](mailto:jean.passavant@bc.edu)
- World Wide Web  
[http://www.bc.edu/bc\\_org/avp/csom/OB/default.html](http://www.bc.edu/bc_org/avp/csom/OB/default.html)

### Undergraduate Program Description

Human Resources Management is an evolving, applied field within Organizational Behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more important than it has been in the past.

In addition to an understanding of what makes the people side of organizations effective or ineffective, the HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

### Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions; increasingly human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organizational development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to orga-

nizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources management and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and non-profit organizations.

### The Curriculum

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior, or MB 031 Organizational Behavior-Honors. MB 110 Human Resources Management, is the first course in the concentration, and MB 313 Personnel and Organizational Research, is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology is also available to a few students each year and may be of special interest to concentrators in OS/HRM. Information regarding this concentration is available from Professor Jean Bartunek. A minor in Human Development is also available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Information on this minor is available from Professor Dalmar Fisher.

### Required of all concentrators:

- MB 021 Organizational Behavior, or
- MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

### Electives:

- MB 111 Organization Ethics and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organizations
- MB 123 Management of Conflict and Power
- MB 127 Leadership
- MB 130 Total Quality, Performance, and Organizational Change
- MB 135 Career and Human Resources Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 299 Independent Study (by permission of instructor)
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a period-ic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

**MB 021 Organizational Behavior (Fall/Spring: 3)**

As an introduction to the study of human behavior in organi-zations, this course aims at increasing an awareness and understand-ing 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 a body of concepts that are applicable to institutions of any type; a central thrust of these concepts con-cerns 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 or she currently belongs and with which he or she will become involved in a later career.

*The Department*

**MB 031 Organizational Behavior-Honors (Spring: 3)**  
Satisfies the School of Management core requirement in Organizational Behavior  
Counts as an intensive course in the School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relat-ing to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary orga-nizational practice.

*John W. Lewis III*

**MB 110 Human Resources Management (Fall/Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

Human Resource Management has emerged as a major strate-gic concern for generalist managers, the most enlightened of whom acknowledge that competency in this area is closely linked with the attainment of short- and longer-range goals of an organization and with its core ethical values. This course will examine the profes-sional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspec-tives of the line manager, human resources professional, and organi-zation member.

*Judith R. Gordon*

*Candace Jones*

**MB 111 Organization Ethics and Employment Law (Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

Knowledge about organization ethics and employment law can help guide organizational behavior and help managers protect them-selves, employees, and the organization from unethical and illegal behavior. This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employ-ment law, and action skills they will need for addressing ethics and employment law issues and conflicts.

*Richard Nielsen*

**MB 119 Interpersonal Communication in Organization (Spring: 3)**

This course focuses on how interpersonal communication among organizational members (and non-members) relates to the structure and functioning of the organization. Some of the topics include social networks, recruitment, promotion and turnover, stakeholder satisfaction, decision making, organizational change,

leadership, and power. In addition, the course will examine the chal-lenges to communication posed by diversity, organizational culture, and organizational structure. The course is not intended as a work-shop for improving students' interpersonal skills, although a small portion of the course is devoted to this area.

*Stephen Borgatti*

**MB 127 Leadership (Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

Students in this course will learn about effective leadership and acquire some techniques for becoming a more effective leader. This course assists students in these two areas by requiring them to explore ways to recognize leadership opportunities that exist for an individual as well as identify each person's potential for leadership growth. The nature of leadership is introduced, techniques for improving the quality of leadership in organizations are presented, and students are challenged to develop these skills in their personal repertoire.

*Richard Nielsen*

**MB 130 Managing Change and Quality (Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

This course is intended to introduce students to major large-scale change initiatives being undertaken in organizations within the context of change management. It will have two primary thrusts. First, it will address the current trends in large-scale system change; at this time this means an emphasis on total quality management, reengineering in organizations, and the nature of learning organiza-tions. Second, it will focus on the process of change and the role of executives, mid-level managers, and non-managerial employees in the change.

*Judith R. Gordon*

**MB 135 Career and Human Resource Planning (Fall: 3)**  
**Offered Periodically**

This course provides an overview of career/life planning and career development issues within the broader, macro framework of human resources planning.

*The Department*

**MB 137 Management of Multicultural Diversity and Differences (Fall: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

**Satisfies Cultural Diversity Core Requirement**

Students in this course will learn about contemporary empiri-cal 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 competi-tive advantage.

*Judith Clair*

**MB 140 Design of Work and Organizations (Fall: 3)**

Students in this course will learn about the theories of organi-zational design that guide managers as they redesign organizations to adjust to changes in technologies, globalization, and rapidly chang-ing markets. Problems of multinational management, the creation of networked organizations, and new communication technologies will be addressed. Students will develop the ability to diagnose structural problems in organizations and formulate solutions.

*William Stevenson*



**MB 145 Environmental Management (Fall: 3)**

Fulfills an elective requirement in public policy for Environmental Studies minors

Fulfills an elective requirement for Human Resource concentrators  
Fulfills a general elective requirement for Carroll School of Management undergraduates

In this course we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management. We will also consider environmental problems from the point of view of an environmentalist.

*William Stevenson*

**MB 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

*The Department*

**MB 313 Personnel and Organizational Research (Fall: 3)**

*Prerequisites:* MB 021 or MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.

*Stephen Borgatti*

**MB 364 Collective Bargaining (Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

**Offered Periodically**

This course examines the process of labor-management negotiations. It looks at the legal context in which they occur. Then it considers the steps in negotiating a labor contract. It also examines third-party interventions, particularly arbitration, mediation, and fact-finding. Students have the opportunity to participate in numerous simulations of collective bargaining activities.

*The Department*

**Graduate Course Offerings****MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*W.E. Douglas Creed*

*William Stevenson*

**MB 712 Managing People and Organizations (Fall: 3)**

Among the major facets of an organization's existence, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge through case discussions, in-class simulation exercises, an action project, and written exams.

*Dalmar Fisher*

**MB 728 Current Topics in Human Resource Management (Spring: 2)**

*Prerequisites:* MB 709 or 712, or consent of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the 21st century, managing "knowledge" workers, managing cross culturally and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

*Candace Jones*

**MB 801 Interpersonal Effectiveness (Fall: 3)**

*Prerequisites:* MB 709, MB 712, or consent of instructor

**Offered Periodically**

Improving one's effectiveness in interaction with others in an organizational setting is the focus. Class members develop their skill at diagnosing communication problems in organizations and practice ways of improving their own interpersonal communication. Topics include assertion, influence, reflective listening, action inquiry, understanding another's perspective, effective use of language, group process diagnosis, and team building. Class members apply conceptual models that have proven their value as guides to effective communication. Applications are made to cases and role plays in class and to members' own work, academic, and other involvements outside the classroom.

*Dalmar Fisher*

**MB 805 Consulting: Practice and Theory (Fall: 3)**

*Prerequisite:* Completion of M.B.A. core curriculum; permission of instructor

This course examines individual, interpersonal, and organizational theories of development and of intervention effectiveness. It requires students to examine, critique and experiment with their own practices. It includes discussion, role plays and analysis of recordings.

*William Torbert*

**MB 808 Organizational Structure and Design (Spring: 3)**

*Prerequisites:* MB 709, MB 712 or consent of instructor

Organization structures can be a source of sustained competitive advantage, yet few managers possess an adequate understanding of where structures come from, how they work, what they provide and how they change. This course leverages Boston College's expertise in organizational structure, design and transformation to provide students with improved skills in the complex processes of reorganizing. This is an especially important course for people who want to be executives, consultants and human resources managers.

*W.E. Douglas Creed*

**MB 811 Advanced Topics in Organizational Behavior (Fall/Spring: 3)**

*Prerequisites:* MB 709, MB 712 or consent of instructor  
**Offered Periodically**

This course offers comprehensive treatment of one or more significant topics not covered by the regular curriculum.

*The Department*

**MB 812 Negotiating (Fall/Spring: 3)**

*Prerequisites:* MB 709, MB 712, or consent of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of bargaining approaches and practice their use in a variety of situations.

*Richard Nielsen*

*Donald White*

**MB 850 Micro-Organizational Theory (Fall: 3)**

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, attribution, learning, motivation, decision making, communication, group dynamics, leadership, conflict and power. Students read the classics of organizational behavior, trace the development of thought and evaluate current research in each of these areas.

*Judith Gordon*

**MB 851 Macro-Organizational Theory (Spring: 3)**

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture and interpretivist perspectives.

*W.E. Douglas Creed*

**MB 852 Perspectives on Individual and Organizational Change (Fall: 3)**

This course introduces topics relating to individual and organizational change and development. Topics include approaches to personal, career and managerial development, and organizational-level change issues, such as the early formation and development of organizations, organizational life cycles, organizational transformations and organizational decline and death.

*Jean Bartunek*

**MB 853 Organizational Change and Transformation (Fall: 3)**

This course explores fundamental, qualitative changes that occur in organizations that influence their effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment and ethical change and transformation.

*Richard Nielsen*

**MB 870 Qualitative Research Methods (Spring: 3)**

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies and conduct

practical exploratory research themselves. Topics include action research, clinical approaches and ethnographic and linguistic research

*Stephen Borgatti*

**MB 871 Quantitative Research Methods (Fall: 3)**

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design and meta-analysis.

*William Stevenson*

**MB 872 Research Seminar I (Fall: 3)**

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

*Jean Bartunek*

**MB 873 Research Seminar II (Fall: 3)**

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

*Jean Bartunek*

**MB 874 Network Analysis (Spring: 3)**

**Offered Periodically**

This course familiarizes students with the theory, research and methodological issues connected with social network analysis in organizations. It focuses on a social network as a set of nodes (individuals, groups, subunits, organizations, societies) and the ties representing some relationship or lack of relationship between the nodes. It examines the impact of these relational measures on attitudes, conflict, socialization, performance, power and innovation in organizations and other social groups.

*William Stevenson*

**MB 880 Consulting Practice, Theory, and Research (Spring: 3)**

This course examines three interwoven purposes of consulting: (1) transferring substantive expertise; (2) increasing a system's control of its own processes; and (3) increasing a system's capacity to reframe and realign its mission, culture, strategy, structure, operations, and outcomes. Close readings are made of a variety of interventionist styles addressed to different types of clients. The seminar will include practical experience with the consulting process.

*William Torbert*

**MB 881 Teaching Practicum (Spring: 3)**

**Primarily intended for doctoral students in the Organization Studies Department.**

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

*John W. Lewis III*

## ***MANAGEMENT***

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### **MB 897 Directed Readings (Fall/Spring: 3)**

*Prerequisite:* Consent of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

*The Department*

### **MB 898 Independent Study I and II (Fall/Spring: 3)**

*Prerequisite:* Consent of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

### **MB 899 Independent Study II (Fall/Spring: 3)**

*Prerequisite:* Consent of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

# School of Nursing

## UNDERGRADUATE SCHOOL OF NURSING

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing.

Within the Jesuit tradition, the School of Nursing educates individuals to think critically and to incorporate values in nursing service to others. The curricula develop students' diagnostic, therapeutic, and ethical reasoning in nursing practice. The school promotes leadership in improving and extending health care to individuals, family, and communities of diverse cultures. The School of Nursing advances nursing as an academic and practice discipline through philosophical inquiry and research.

The School of Nursing undergraduate students take courses that have both classroom and laboratory components. The curriculum is designed for students to take courses in a specific sequence. If a course is failed, the student makes up the deficiency before proceeding to the next course in the sequence.

The School of Nursing requires 121 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the Nursing major courses; and electives. The following courses comprise the Core curriculum and are required for all students entering Boston College and scheduled to graduate in Nursing in May 1999 or thereafter.

- 1 course in Writing
- 1 course in Literature (Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology and Sociology)
- 4 courses in Natural Science (Anatomy and Physiology I and II, Life Science Chemistry, Microbiology)
- 2 courses in Theology
- 1 course in Mathematics

Students are encouraged to complete their Core courses as early as possible. Core courses that are sequential for two semesters (History, Writing/Literature, Philosophy) should be taken in the freshman and sophomore years. The Core provides a base for nursing as well as further learning in other fields. Sociology and a course in psychology are required for nursing students as part of the Social Science Core. These should be taken before enrolling in NU 120 or NU 121. It is recommended that students in the Nursing major take a special two-semester Theology Core course that features content important to health care. Courses in the Nursing major are offered in six semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in a variety of clinical settings. Theory and clinical courses are provided in the care of children, childbearing families, adults, and the elderly in both wellness and illness situations.

The Nursing major uses 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

individuals' choices. The graduate is prepared as a generalist able to care for individuals and groups, at all developmental levels and in all health care settings.

Students should consult the curriculum plan for their class as they plan for registration. Nursing electives available each semester, as well as non-nursing electives, should be carefully reviewed with advisors. In choosing electives, students are seriously encouraged to consider taking a basic statistics course. In addition to being helpful in nursing, statistics is often a prerequisite for a graduate nursing program.

### Special Opportunities

#### Study Abroad

Students can plan to study abroad for the spring semester of the junior year in nursing courses or elective liberal arts courses.

#### Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

#### Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about interests and goals in such study.

#### Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty directed research project and gain valuable experience in nursing research.

## PLANS OF STUDY

### Freshman Year

#### Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

#### Semester II

- BI 132, 133 Anatomy and Physiology II
- MT Mathematics Core
- Core
- Core
- Core

### Sophomore Year

#### Semester I

- BI 220, 221 Microbiology
- NU 100 Introduction to Professional Nursing
- Core
- Core
- Core

#### Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical
- Laboratory

- NU 080 Pathophysiology
- Core
- Core

### Junior Year

#### *Semester I*

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- NU 216 Methods of Nursing Inquiry
- Elective

#### *Semester II*

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Elective

### Senior Year

#### *Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Core

#### *Semester II*

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 262 Nursing Synthesis Theory
- NU 263 Nursing Synthesis Clinical Laboratory
- Elective

The School of Nursing reserves the right to alter any program or policy outlined.

### Information for First Year Students

University Core Requirements and the Plan of Study for first year students have been listed previously. 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.

### Academic Honors

#### *The Dean's List*

The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to cumulative semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); and Third Honors (3.300-3.499).

#### *Degree with Honors*

Latin honors accompanying the degree of Bachelor of Science in Nursing are awarded in three grades: Summa cum Laude is awarded to the top 4.5% of the graduating class; Magna cum Laude is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's 8-semester cumulative average.

#### *The Honors Program*

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

**Western Cultural Tradition I-VIII:** In freshman and sophomore year students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in Theology, Philosophy and English. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the twentieth century. Primary emphasis is on the texts; this is not a survey course. Each section enrolls approximately 15 students and is conducted as a seminar.

In the junior and senior years the typical nursing course sequence will be followed. In the junior year a research project will be identified and discussed with the honors advisor. During their senior year honor students complete a research project for which they earn three credits each semester. These will be registered as independent study courses. Nursing students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

### Academic Regulations

Students are required to maintain an overall cumulative average of 1.667 or higher and a cumulative grade point average of 2.0 or higher in nursing courses. A student whose overall or nursing average falls below minimum requirements is placed on academic warning and will be notified by the Associate Dean of the Undergraduate Program.

In order to remain in the School of Nursing, the nursing curriculum must be followed and an academic warning removed within one semester. Students who are on warning may not overload to eliminate a course deficiency. Students must achieve a grade of C- or higher in nursing courses. If the student does not meet the minimum requirement of a C-, the student will be required to retake the course. This may mean that the student will be unable to progress in the curriculum. It may also change the student's projected graduation date. A nursing course that has been failed may be repeated once. At that time the minimum acceptable grade must be achieved.

Students are required to pass at least the equivalent of 9 courses by the end of the first year, the equivalent of 19 courses by the end of the second year, and the equivalent of 29 courses by the end of the third year. To remain registered in the School of Nursing continuous registration in the designated nursing curriculum plan is required.

School of Nursing students may declare a non-Core or non-major course Pass/Fail on-line anytime during the registration period. A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

#### *Semester Program*

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

**Class Attendance**

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late for or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Associate Dean of the School of Nursing so that academic and other necessary arrangements can be made.

**Academic Integrity**

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

**Academic Grievances**

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

**Health Requirements**

All undergraduate students in the School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre, two MMR vaccines prior to August 15 of the year in which they are admitted and must have begun the immunization series against Hepatitis B. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing requires that all students complete immunization against Hepatitis B before beginning clinical courses.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to have this certification renewed each year.

**General Information****Cooperating Hospitals and Health Agencies**

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include the following:

- Beth Israel Hospital
- Brigham and Women's Hospital
- Children's Hospital
- Community School Systems
- Deaconess Hospital
- Massachusetts General Hospital
- Managed Health Care Ambulatory Centers
- Massachusetts Mental Health Center
- McLean Hospital
- Newton-Wellesley Hospital
- St. Elizabeth's Hospital

- New England Medical Center
- Newell Home Health Services

**Transfers into the School of Nursing**

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below. Enrolled students earn a minimum of 61 credits at Boston College.

**Internal Transfer**

Boston College students who are enrolled in the College of Arts and Sciences, Carroll School of Management, and School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic potential for successfully completing the required nursing curriculum.

**College Credit**

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

**Registered Nurses**

Graduates of, or students in the final year of, diploma or associate degree-granting, state-approved nursing programs should apply through the transfer admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are May 1 for September admission and November 1 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the Associate Dean of the Undergraduate Program in the School of Nursing.

Before beginning clinical practice, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance.

**Career Opportunities**

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

**Fees**

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Exemption examination for R.N. students \$30.00-60.00
- Standardized examination (NCLEX Assessment Test) \$35.00
- Laboratory Fee \$175.00 (Payable for certain clinical nursing courses)

**Transportation to Clinical Agencies**

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities.

**GRADUATE SCHOOL OF NURSING**

**Introduction**

In its quest for excellence and influence, the School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

**Doctor of Philosophy Degree Program With A Major in Nursing**

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-faculty ratios and a research mentorship permit students to complete the program in the normative amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

**Career Opportunities**

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

**Program of Study**

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), and programs of research

(uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing: 3 credits
- NU 702 Strategies for Knowledge Development: 3 credits
- PL 593 Philosophy of Science: 3 credits
- NU 710 Themes of Inquiry: Clinical Topics: 3 credits
- NU 711 Themes of Inquiry: Clinical Judgment: 3 credits
- NU 820 Expanding Paradigms for Nursing Research: 3 credits
- NU 821 Nursing Research and Health Policy Formulation: 3 credits
- Quantitative/Qualitative Methods of Research: 6 credits
- Statistics/Computer Application and Analysis of Data: 3 credits
- Measurement in Nursing: 3 credits
- Advanced Qualitative/Quantitative Methods: 3 credits
- NU 810 Research Practicum I: 1 credit
- NU 811 Research Practicum II: 1 credit
- NU 812 Research Practicum III: 1 credit
- NU 813 Research Practicum IV: 1 credit
- Cognate: 3 credits
- NU 998 Doctoral Comprehensives: 0 credits
- NU 901 Dissertation Advisement: 3 credits
- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 0 credits

**TOTAL: 46 credits**

Cognates are related to research concentration/methods. The required number of credits in cognates is based on need and prior educational background and course work.

**Ph.D. Colloquium**

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

**Doctoral Student Research Development Day**

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

**Admission Requirements**

- Official transcript of bachelor's and master's degrees from programs accredited by the National League for Nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (4 pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three credit introductory graduate level statistics course taken within five years
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty. Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Graduate School of Nursing, 617-552-4250.

### **Financial Aid**

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

### **Grades**

Effective September 1998, students must maintain a grade point average (G.P.A.) of B (3.0) or better. A grade of C or lower in any course is cause for academic review.

### **Comprehensive Examinations**

A student in good academic standing (no incompletes in required courses) may take the comprehensive exam during or after the last semester of courses. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Within two weeks, the department will send the results in writing to the Office of Student Services and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Students should register for NU 998 Doctoral Comprehensives in the semester they will be taking the exam. No credit is granted.

### **Language Requirement**

Students must demonstrate proficiency in at least one language other than English, or demonstrate computer literacy.

### **Admission to Candidacy**

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination, and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

### **Dissertation**

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and demonstrates advanced scholarly achievement. As soon as possible after a student's admission to candidacy, and during or before enrollment in Dissertation Advisement, NU 901 and NU 902, the student forms a dissertation committee.

The dissertation committee consists of a minimum of three members. Two shall be chosen from the faculty of the School of Nursing; the third may be a member of the faculty of another school within the University, or an appropriate doctorally prepared person outside the University. The Chairperson and committee are chosen

by the student, approved by his/her advisor, and then formally appointed by the Associate Dean of Graduate Programs in the School of Nursing.

The dissertation shall be defended by the candidate in a public oral examination. Official approval of the dissertation committee is required; committee members certify their acceptance by signing the title page of the dissertation. Three signed copies of the dissertation, one original and two clear copies, should be filed in the Graduate School of Nursing. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

The Boston College School of Nursing Doctoral Student's Handbook further describes the requirements for taking the comprehensive examination and the dissertation, and should be obtained from the Office of the Associate Dean of Graduate Programs in Cushing 202.

### **Time Limit**

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

### **Master of Science Degree Program With a Major in Nursing**

The main objective of the Master of Science Degree Program is to prepare nurses in advanced nursing practice, including clinical specialist and nurse practitioner. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Maternal Child Health, and Psychiatric Mental Health Nursing.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multifaceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment.

The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the advanced practitioner, clinical nurse specialist, and nurse practitioner improve the quality of nursing practice.

### **Accelerated Master's Entry Program**

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses. Students are prepared for advanced nursing practice roles as clinical specialty areas: adult health, gerontological, family/community, maternal-child health, or psychiatric-mental health nursing.

In the first year when students study basic nursing, full-time study is mandatory. Students sit for the registered-nurse licensure examination at the end of this period of basic study. After that, students enroll in the master's courses and have the choice of full-time study or part-time study. Full-time study takes an additional year for a total of two years.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (8 credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, psychology, and sociology. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.



**Areas of Clinical Specialization in Nursing****Adult Health Nursing**

The curriculum in adult health nursing enables students to develop competencies in advanced nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional health patterns of the adult. The curriculum prepares the student for advanced practice, including clinical nurse specialist and nurse practitioner for various roles in health care delivery, and provides the basis for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master's prepared clinical specialists and nurse practitioners in primary, acute, and long-term care.

**Gerontological Nursing**

The gerontological nursing specialty tract prepares clinicians in advanced nurse practice roles caring for the elderly. Opportunities for advanced specialization in gerontology can be tailored to fit students' needs and interests.

**Community Health Nursing**

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations, or other defined community groups. The major foci of the program are the following: (1) health promotion and disease prevention strategies in high risk aggregates, and (2) the management of common and episodic health concerns of individuals and families.

Clinical specialization places emphasis on the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. The practicum is directed towards the application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations, and other community settings.

**Maternal Child Health Nursing**

The curriculum in maternal child health nursing prepares students for advanced nursing practice in women's health care, as well as pediatric ambulatory care. It includes the expansion of clinical practice responsibilities and the development of the teacher, researcher, change agent, leader, and liaison roles of the advanced practitioner. A variety of clinical agencies are used to meet the student's specific goals and objectives, and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components.

**Psychiatric Mental Health Nursing**

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on advanced practice including, clinical nurse specialist and nurse practitioner roles in underserved urban and high risk areas, including treatment of severely disturbed clients.

Emphasis is placed on evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psycho-therapeutic intervention, and case management are emphasized

as direct role activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation, supervision, and programming.

**Specialty Areas and Respective Certification Exams**

Graduates are eligible to sit for certification as Advanced Practice Nurses (e.g., Nurse Practitioner or Clinical Specialist) in their respective areas:

**Adult Health Nursing**

- Advanced Practice with Integration of Clinical Nurse Specialist and Adult Nurse Practitioner Roles

**Gerontological Nursing**

- Advanced Practice with Integration of Clinical Nurse Specialist and Gerontological Nurse Practitioner Roles

**Community Health Nursing**

- Family Nurse Practitioner

**Maternal Child Health Nursing**

- Pediatric Nurse Practitioner
- OB/GYN Nurse Practitioner

**Psychiatric Mental Health Nursing**

- Psychiatric and Mental Health Clinical Nurse Specialist

**Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

**Career Opportunities**

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

**Master's Program Options**

Programs designed for registered nurses who have a baccalaureate degree from a National League for Nursing (NLN) accredited nursing program, and who have had at least one year of experience in nursing practice include the regular Master's Program and the M.S./M.B.A. plans.

**The full-time option for the Master's program** is approximately a one and a half to two year program comprised of forty-five credits. The program of study includes three credits of electives, twenty-four credits of core courses, and eighteen credits of specialty and theory clinical practicum.

**The part-time option**, completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

**The R.N./Master's Plan** is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing

undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

**The M.S./M.B.A. Dual Degree** is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's program and business administration in the Wallace E. Carroll Graduate School of Management for individuals interested in the nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

**Non degree program** options offered at Boston College Graduate School of Nursing include:

- Additional Specialty Certificate
- Special Student

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing, and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students who are not seeking a degree, but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

#### Admission Requirements for Master of Science Degree (full time and part time)

- Master's Program Application and application fee
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, pertaining to career objectives and how your intended specialty program will help you attain them
- A completed undergraduate course in statistics within five years of application date
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- Applicants must hold a current license to practice nursing and have at least one year of work experience
- Immunizations and physical examination are required prior to enrollment
- Individual coverage by professional liability insurance is mandatory for all clinical students
- R.N. license

#### Admission Requirements R.N./M.S. Plan

- Graduate School of Nursing Master's application
- \$40.00 Application fee
- Official transcripts from a state approved nursing school, college, or university
- Transfer Policies: academic credit courses from regionally accredited colleges or universities with course content similar to Boston College (C or better grade)
- R.N. License
- Statement of Goals

- Three Letters of Reference: 1 academic, 1 professional, 1 academic or professional
- Required for progression to Master's level courses:
  - All prerequisite baccalaureate level course work
  - NLN Mobility II Exam
  - Statistics course
  - Health/Physical Assessment course
  - GRE Test Scores within 5 years
- Immunizations and physical examination are required prior to enrollment

#### Admission Requirements for M.S./M.B.A. Dual Degree

- Master's Program application and application fee
- M.B.A. application (see CGSOM application procedures)
- Official baccalaureate transcripts from NLN accredited institutions
- Three letters of reference
- Two essay questions and statement of goals
- Resume
- Minimum 1 year of nursing management experience
- Undergraduate statistics course within 5 years
- Health assessment course
- Official report of the GRE scores, taken within 5 years
- Personal interview
- R.N. license
- Immunizations and physical examination are required prior to enrollment

#### Admission Requirements for Additional Specialty Concentration

- Additional Specialty application and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current R.N. license
- Documentation of adequate individual coverage by professional liability insurance
- Physical examination and immunizations prior to enrollment
- Plan of study approved by specialty faculty and by the Associate Dean for Graduate Programs (all courses toward a plan of study must be taken at Boston College). The applicant is responsible for meeting credentials for certification by national certification organization.

#### Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
  - Baccalaureate degree from a NLN accredited program with a major in nursing
  - An undergraduate scholastic average of B or better
- The Associate Dean of the Graduate School of Nursing forwards the official announcement of acceptance or rejection.

#### Program of Study

##### *Master of Science with a Major in Nursing*

- Electives or Thesis\*: 3 credits
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits

- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
- Options following NU 520, prerequisite choose one:
  - NU 523 Computer Data Analysis: 3 credits\*
  - NU 524 Master's Research Practicum: 3 credits\*
  - NU 525 Integrative Review of Nursing Research: 3 credits\*
- NU 672 Physiologic Life Processes: 3 credits
- 2 Specialty Theory Courses: 6 credits
- 2 Specialty Practice Courses: 12 credits
- **TOTAL: 45 credits**
- \*Optional, following 6 credits of research:
  - NU 801 Master's Thesis: 3 credits

Three (3) credits of electives or independent study can be completed in summer, fall, and spring semesters. The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

### ***Master's Comprehensive Examination***

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department after all course work is completed and all incomplete grades are cleared. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination.

Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the Department Chairperson. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Office of Student Services and the student.

A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. No credit is granted.

### ***Thesis***

The Master's program allows the student the option of a thesis. It is the responsibility of the student to become familiar with the regulations and procedures. All students need to have completed 3 credits of Research Theory, and completed or be taking concurrently one of the research options in pursuing the thesis. Comprehensive examinations and all course work must be passed before the final thesis defense.

The Thesis is supervised by a faculty research advisor and at least one other reader. Students who have not completed the thesis in NU 801 must register each semester for Thesis Direction NU 802, a non-credit course, until the thesis is completed.

Two typed copies of the thesis, one original and one clear copy, approved and signed by the faculty research advisor and reader, must be submitted to the Graduate Programs Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

### ***Time Limit***

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Associate Dean.

### ***Laboratory Fee***

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical agency placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical. The amount will be credited in full to the individual's student account.

### ***General Information***

#### ***Accreditation***

The Master of Science Degree Program is accredited by the National League for Nursing.

#### ***Certification***

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

#### ***Financial Aid***

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

#### ***Grades***

Complete grading information is available in the University section of this catalog and the Master's Student Handbook. Effective September 1998, students must maintain an average grade of B (3.0) or better. A grade of C or lower in any course is cause for academic review.

#### ***Deferral***

Deferrals will be granted to Master's Program applicants for one semester only. Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the \$40.00 application fee. Files that remain in deferral status for over one year will become inactive.

#### ***Leave of Absence***

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Associate Dean's Office and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon ini-

tially between the student and the Dean. Students must file the re-admission form with the Associate Dean's Office at least 6 weeks prior to the semester in which they expect to reenroll.

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

### *Transfer of Credit*

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Courses to be transferred in lieu of a required course must be approved by the teacher of record for the required course and the associate dean.

Transfer of Credit forms, which are available in the Office of Student Services, should be submitted, together with an official transcript, directly to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

### *Housing*

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

### *Transportation*

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

### *Faculty*

**Mary Elizabeth Duffy**, *Professor*; B.S.N., Villanova University; M.S. Rutgers University; Ph.D., New York University

**Laurel A. Eisenhauer**, *Professor*; B.S., Boston College; M.S.N. University of Pennsylvania; Ph.D., Boston College

**Sara Fry**, *Henry Luce Professor*; B.S., University of South Carolina, Columbia; M.S., University of North Carolina, Chapel Hill; M.A., Ph.D., Georgetown University

**Joellen W. Hawkins**, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

**Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

**Barbara H. Munro**, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

**Callista Roy, C.S.J.**, *Professor*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

**Miriam-Gayle Wardle**, *Professor*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

**Karen J. Aroian**, *Associate Professor*; B.S.N., University of Massachusetts; M.S., Boston College; Ph.D., University of Washington

**Jane E. Ashley**, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

**Pamela J. Burke**, *Associate Professor*; B.S., Boston College; M.S., Boston University; Ph.D., Boston College

**Susan Chase**, *Associate Professor*; B.S., Columbia University; M.A., New York University; Ed.D., Harvard University

**Mary Ellen Doona**, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

**Joyce Dwyer**, *Associate Professor*; B.S., M.S., Boston College; M.P.H., Harvard School of Public Health

**Nancy Fairchild**, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

**Lois Haggerty**, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College

**Loretta P. Higgins**, *Associate Professor and Undergraduate Associate Dean*; B.S., M.S., Ed.D., Boston College

**June Andrews Horowitz**, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

**Margaret Kearney**, *Associate Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

**Rosemary Krawczyk**, *Associate Professor*; B.S.N., College of St. Catherine; M.S., Ph.D., Boston College

**Ronna Krozy**, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

**Ellen Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

**Carol L. Mandle**, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

**Sandra Mott**, *Associate Professor*; B.S., Wheaton College; M.S., Boston College

**Margaret A. Murphy**, *Associate Professor*; B.S., St. Joseph College; M.A., Boston University; Ph.D., Boston College

**Anne Norris**, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

**Rita Olivieri**, *Associate Professor*; B.S., M.S., Ph.D., Boston College

**Jean A. O'Neil**, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

**Frances Ouellette**, *Associate Professor*; B.S.N., Salem State College; M.S., Ph.D., Boston College

**Eileen J. Plunkett**, *Associate Professor*; B.S., M.S., Ph.D., Boston College

**Judith Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

**Rachel E. Spector**, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas, Austin

**Patricia A. Tabloski**, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

**Paul Arnstein**, *Assistant Professor*; B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

**Barbara L. Brush**, *Assistant Professor*; B.S.N., Southeastern Massachusetts University; M.S.N., Ph.D., University of Pennsylvania

**Deborah Adams Cassidy**, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina; Ph.D., University of Maryland

**Deborah B. Donahue**, *Assistant Professor*; B.S.N., M.S.N., Ph.D., University of Pennsylvania

**Deborah Mahony**, *Assistant Professor*; B.A., Bridgewater State College; B.S.N., M.S., Boston College; Sc.M., Sc.D., Harvard University

**Carolyn Chodak**, *Adjunct Instructor*; B.A., M.S.N., University of Tennessee

**Mary Ann Durkin**, *Adjunct Instructor*; B.S., Lowell State College; M.S., Boston University

**Katherine Barry Frame**, *Adjunct Instructor*; B.S., M.S., Boston College; M.S., Salem State College

**Juduth Pirolli**, *Adjunct Instructor*; B.S., M.S., Boston College

### ***Undergraduate Course Offerings***

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

#### **NU 060 Professional Nursing I (Spring: 3)**

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. The course places the study of nursing within the Jesuit tradition of liberal arts education. This course provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.

#### **NU 080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

*Corequisites:* BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

#### **NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133; or concurrently; CH 161, CH 163, BI 220, BI 221; NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.

#### **NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

#### **NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NU 120, NU 121, NU 080

*Corequisites:* NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

#### **NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

#### **NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

#### **NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204, NU 216 or concurrently

*Corequisite:* NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

#### **NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

#### **NU 244 Childbearing Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies.

#### **NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

#### **NU 250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care.

#### **NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

#### **NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 242, NU 243

*Corequisite:* NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

**NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 242, NU 243

*Corequisite:* NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

**NU 260 Community Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 261

This course focuses on individuals, families and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts and collaboration with other members of the health care team are addressed.

**NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 260

This course focuses on individual, family and community responses to actual or potential health problems. Health promotion, disease prevention and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

**NU 262 Nursing Synthesis Theory (Fall/Spring: 3)**

*Prerequisites:* NU 260, NU 261 or concurrently

*Corequisite:* NU 263

This course provides an opportunity to integrate nursing knowledge, explore professional issues, view the health care delivery system in relation to societal needs, and articulate emerging trends that will affect professional nursing. Emphasis is placed on leadership concepts, professional responsibility, and role transition.

**NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 260, NU 261 or concurrently

*Corequisite:* NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

**NU 299 Directed Independent Study (Fall: 3)**

*Prerequisite:* Senior nursing student with GPA of 3.0 or above in nursing courses

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. 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 be conducted.

**NU 300 Honors Seminar (Fall: 3)**

*Prerequisite:* All required courses through Junior year; top 10% of class

This course helps the student understand the research process through discussion and the development of a research proposal.

**NU 302 Honors Project (Spring: 3)**

*Prerequisite:* NU 300

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

*Undergraduate and Graduate Course Offerings*

**NU 301 Culture and Health Care (Fall: 3)**

This course brings the upper-division undergraduate student into direct contact with the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care.

*Rachel E. Spector*

**NU 305 Death and Dying (Spring: 3)**

*Prerequisite:* Core Psychology and Philosophy courses completed

**Open to juniors, seniors, and graduate students**

This course focuses on the concepts of death and dying from a philosophical, cultural and psychodynamic perspective. It includes discussions of the effect dealing with death has on the health giver and some intervention strategies.

*Miriam Gayle Wardle*

**NU 307 Suicide: Prevention and Intervention (Fall: 3)**

*Prerequisites:* Philosophy, Psychology or Sociology Cores

**Open to juniors, seniors, and graduate students**

Suicide is increasingly becoming an area of concern because of the widening age group involved, its frequency, and its effect on so many lives. This course will examine some of the risk factors leading to suicidal behavior and will address implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorders and its connection to suicide, dissociation, survivors, people who did not successfully complete suicide, individual boundaries, and gender differences in suicide attempts.

*Miriam Gayle Wardle*

**NU 308 Women and Health (Spring: 3)**

**Open to juniors, seniors, and graduate students**

Using a feminist framework, this three-credit course will explore issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and the decisions around research and resource allocation.

*Loretta Higgins*

**NU 314 Wellness Lifestyle (Spring: 3)**

This course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors that encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain

student health status, including health care agencies and other resources in the community that contribute to the student's health status will be explored.

*Rosemary Krawczyk*

### **Graduate Course Offerings**

#### **NU 402 Nursing Science I (Fall: 6)**

*Corequisites:* NU 408 Pathophysiology, NU 403 Clinical Practice in Nursing I, NU 204 Pharmacology/Nutrition Therapies

This course introduces nursing as a profession. Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process, including assessment, analysis of data, with a focus on frequently occurring nursing diagnoses, interventions and outcomes.

*The Department*

#### **NU 403 Clinical Practice in Nursing I (Fall: 4)**

*Corequisites:* NU 402 Nursing Science I, NU 408 Pathophysiology, NU 204 Pharmacology/Nutrition Therapies

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in Nursing Science I. The focus is on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. This will also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practice which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship and basic psychomotor skills associated with care.

*The Department*

#### **NU 406 Nursing Science II (Spring: 6)**

*Prerequisites:* NU 402 Nursing Science I, NU 403 Clinical Practice in Nursing I

*Corequisites:* NU 204 Pharmacology/Nutrition Therapies, NU 408 Pathophysiology, NU 420 Pharmacotherapeutics and Advanced Nursing Practice

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department*

#### **NU 407 Clinical Practice in Nursing II (Spring: 6)**

*Prerequisites:* NU 402 Nursing Science I, NU 403 Clinical Practice in Nursing I, NU 204 Pharmacology/Nutrition Therapies, NU 408 Pathophysiology

*Corequisites:* NU 406 Nursing Science II, NU 420 Pharmacotherapeutics and Advanced Nursing Practice

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions and outcomes as they relate to the care of individuals and families across the life span. Settings will include inpatient and community agencies.

*The Department*

#### **NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*The Department*

#### **NU 411 Nursing Synthesis Practicum (Summer: 3)**

*Prerequisites:* Nursing Science II, Clinical Practice in Nursing II

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department*

#### **NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)**

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

*Sr. Callista Roy*

#### **NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)**

*Prerequisite:* NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

*Sara Fry*

#### **NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)**

*Prerequisite:* NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; client education; collaboration and consultation; program planning, economic, political and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evalua-

tion and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*Joellen Hawkins*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Fall/Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included. It is assumed that the student already has a basic knowledge of the major pharmacological classifications.

*Laurel Eisenhauer*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is designed for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course will review the role of the central nervous system in behavior and the drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders will be a focus of each class. Clinical examples and research criteria for drug studies will be included. Ethical, multicultural, legal and professional issues will be covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 428 Theoretical Foundations of Gerontological Nursing (Spring: 3)**

This course expands the theoretical foundations in nursing to include gerontology of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain and restore health and quality of life.

*Ellen Mahoney*

**NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)**

**2 credits lecture, 1 credit lab**

**Course is taken the semester prior to practicum entry**

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice

populations. Skills lab instruction is focused on mastering the physical and mental health exam, gathering subjective data, and organizing clinical data for various client populations and settings.

*The Department*

**NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (Fall: 3)**

This course provides a foundation in the major systems of therapy for individuals, groups and families used in psychiatric mental health nursing and other disciplines engaged in mental health practice. The systems examined include the following: psychodynamic, humanistic, existential, behavioral, cognitive, and systems therapies. The following areas are addressed: definitions of personality, mental health and dysfunction; principles of change; intervention strategies; and effectiveness of treatment for target populations. The usefulness of the various systems and theories to psychiatric mental health nursing practice is evaluated. Psychotherapeutic interventions are examined in reference to inherent biases and limitations, demonstrated efficacy, and cultural, social, and political considerations.

*The Department*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisite:* NU 441 and NU 430

This is the first of two advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the processes of assessment and diagnosis of functional and dysfunctional patterns of behaviors; the formulation of initial intervention strategies; and implementation of treatment and case management of psychiatric clients. Clinical practice (20 hours/week) with adults and children takes place in high-need, urban and community mental health delivery systems.

*June Andrews Horowitz*

**NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (Fall: 3)**

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity on culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels.

*Lois Haggerty*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisite:* NU 452 and NU 430

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is expressed with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*Joellen Hawkins*

**NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (Fall: 6)**

*Prerequisite:* NU 452 and NU 430



This course concentrates on the role of the nurse in the advanced practice with infants, children, and adolescents and their families, in ambulatory care pediatric settings. It focuses on prevention, health maintenance, and management of episodic illnesses. Psychosocial, developmental, and physiologic variations in children's health are explored with special concern for cultural, ethnic and socioeconomic diversity. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practica (20 hours/week) and course assignments.

*Deborah Mahony  
Pamela Burke*

**NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)**

This is the first in a series of four courses concerning theory and practice in adult health nursing. This course uses the "Integrated Metaparadigm" incorporating human life processes, functional health patterns, and human responses within the broader life process of becoming, with emphasis on health patterns and optimal functional ability. The course will include exploration of theories and models underlying specific life processes and interaction with their environment in adults with varied health states, ages, developmental, and gender characteristics. Diagnostic, therapeutic, and ethical reasoning concepts are incorporated in the analysis and assessment of functional health patterns and human response and expanding consciousness.

*The Department*

**NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)**

*Prerequisite:* NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables to be changed to enhance optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

*Margaret Murphy*

**NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 416, NU 430, NU 462

This course concentrates on assessment and diagnosis within gerontological nursing practice based on theoretical knowledge, research and practice. Human life processes, functional health patterns and medical clinical sciences will provide the framework for these analyses. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the health care of older adults to promote their optimal level of being and functioning. Emphasis will be on common health problems of older adult populations within primary and long term care settings and clinical practica. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

*Patricia Tabloski*

**NU 472 Advanced Theory in Community Health Nursing I (Fall: 3)**

This course is the first of a series in the theory and advanced practice of community health nursing. It focuses on theories, con-

cepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

*The Department*

**NU 473 Advanced Practice in Community Health Nursing I (Fall: 6)**

*Prerequisite:* NU 472 and NU 430

This combined didactic and practicum course focuses on the assessment, diagnosis and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

*Paul Arnstein*

*Barbara Brush*

**NU 520 Nursing Research Theory (Fall: 3)**

*Prerequisite:* Undergraduate statistics course

**Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor**

Research methods such as experimental/quasi-experimental, exploratory, descriptive, and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health, nursing, environment, and the person.

*Anne Norris*

**NU 523 Computer Analysis of Health Care Data (Fall: 3)**

*Prerequisites:* Statistics course, NU 520 or concurrent with NU520 or with permission of instructor

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze health care data using EXCEL and SPSS software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will also be introduced to the World Wide Web and learn to use it to access health care resources (e.g., research, data).

*Anne Norris*

**NU 524 Masters Research Practicum (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, or a research utilization proposal.

*The Department*

**NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived from a theoretical model. The research area is to be related to the student's specialty area.

*The Department*

**NU 541 Stress and Trauma: Individual/Family Responses (Spring: 3)****Required for graduate psychiatric mental health nursing students**

Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy. This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. Literature from nursing, social work, psychiatry, psychology, sociology, and the biological sciences are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

*The Department*

**NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)**

*Prerequisites:* NU 443, NU 430

This is the second advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM IV and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences (20 hours per week) focus on the implementation of psychiatric nursing intervention. Students will have experience with a variety of intervention modalities.

*June Andrews Horowitz*

**NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents and Their Families (Spring: 3)**

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in maternal and child health. Content will address development, utilization, analysis, and synthesis of theories and research relevant to maternal and child health, with attention to the impact of diversity on culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the role of the advanced practice nurse in MCH as it affects health care and health policy at domestic and international levels.

*Joellen Hawkins*

**NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisite:* NU 453

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

*Joellen Hawkins*

**NU 557 Advanced Practice in Pediatric Ambulatory Care II (Spring: 6)**

*Prerequisite:* NU 457

This course builds on the content of NU 457. It focuses on refinement of skills in health care management of infants, children, and adolescents. This course also addresses the health care and emotional needs of children with chronic illness and their families.

Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice (20 hours per week) and course assignments.

*Pamela Burke*

*Deborah Mahony*

**NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)**

*Prerequisite:* NU 462

This course concentrates on the development, use, analysis and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice and research are explored.

*The Department*

**NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)**

*Prerequisite:* NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*The Department*

**NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)**

*Prerequisites:* NU 417, NU 420, NU 465, NU 672

This course concentrates on the implementation, evaluation and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

*Patricia Tabloski*

**NU 572 Advanced Theory in Community Health Nursing II (Spring: 3)**

*Prerequisite:* NU 472

This course is the second of a series in the theory and advanced practice of community health nursing. It focuses on theories, concepts, and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities. Theories and research from nursing and other disciplines are integrated, and intervention outcomes are systematically evaluated.

*The Department*

**NU 573 Advanced Practice in Community Health Nursing II (Spring: 6)**

*Prerequisite:* NU 473

This combined didactic and practicum course continues to integrate the assessment, diagnosis and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice and research as Family Nurse Practitioners.

*Paul Arnstein*

*Barbara Brush*

**NU 672 Physiological Life Processes (Fall/Spring/Summer: 3)**

*Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

A study of the physiological theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal, and endocrine regulation.

*Susan Chase*

**NU 699 Independent Study in Nursing (Fall/Spring: 3)**

*Prerequisite:* Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department*

**NU 701 Epistemology of Nursing (Fall: 3)**

*Prerequisite:* Doctoral standing; PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

**NU 702 Strategies of Knowledge Development (Spring: 3)**

*Prerequisite:* NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

*Sr. Callista Roy*

**NU 710 Themes of Inquiry : Clinical Topics (Spring: 3)**

*Prerequisite:* NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge,

research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

*June Andrews Horowitz*

**NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)**

*Prerequisite:* NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.

*The Department*

**NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)**

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs; sampling strategies and sample size considerations; data collection procedures; instrumentation; data analysis; interpretation; and communicating results.

*Mary Duffy*

**NU 744 Statistics: Computer Application and Analysis of Data (Spring: 3)**

*Prerequisite:* NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

*Barbara Hazard Munro*

**NU 746 Measurement in Nursing Research (Fall: 3)**

*Prerequisite:* NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

*The Department*

**NU 750 Qualitative Research Methods (Spring: 3)**

*Prerequisite:* NU 740

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative—quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.

*Karen Aroian*

**NU 751 Advanced Qualitative Methods (Spring: 3)**

*Prerequisite:* NU 742 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

*Karen Aroian*

**NU 753 Advanced Quantitative Nursing Research Methods (Spring: 3)**

*Prerequisite:* NU 742 or permission of Faculty Teacher of Record

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research-proposal that will serve as the basis for the doctoral dissertation. The seminar is not a replacement for the work of the Dissertation Committee; rather it serves to provide a structure within which the student can apply the elements of the research process in a written, systematic, and pragmatic way.

*Mary E. Duffy*

**NU 801 Master's Thesis (Fall/Spring: 3)**

*Prerequisites:* Six credits of research, including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

*The Department*

**NU 802 Thesis Direction (Fall/Spring: 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department*

**NU 810 Research Practicum I (Fall: 1)**

*Prerequisite:* NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration, and to collaborate with faculty on existing projects and publications.

*The Department*

**NU 811 Research Practicum II (Spring: 1)**

*Prerequisites:* NU 810, NU 702 or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

*The Department*

**NU 812 Research Practicum III (Fall: 1)**

*Prerequisites:* NU 810, NU 811

This is the third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

*The Department*

**NU 813 Research Practicum IV (Spring: 1)**

*Prerequisites:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area.

Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.

*The Department*

**NU 820 Expanding Paradigms for Nursing Research (Fall: 3)**

*Prerequisites:* NU 702, NU 812, NU 710 or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

*The Department*

**NU 821 Nursing Research and Health Policy Formulation (Spring: 3)**

*Prerequisite:* NU 820

Research utilization in health policy formulation is explored, as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science.

*The Department*

**NU 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**NU 901 Dissertation Advisement (Fall: 3)**

*Prerequisite:* Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 902 Dissertation Advisement (Spring: 3)**

*Prerequisite:* NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

**NU 998 Doctoral Comprehensives (Fall/Spring: 0)**

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**NU 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

***Preceptor and Resource Personnel Appointments for Graduate Students***

**Matthew Bellanich**, M.S.N., University of Lowell

**Elizabeth A. Borghesani**, B.S.N., Boston State College; M.S.N., Boston College

**Maria Bueche**, B.S.N., Simmons College; M.S., Boston University; Ph.D., Boston College

**Dorothy Carver-Chase**, B.S., University of New Hampshire; M.S., Boston College  
**Katherine Ann Clifford**, B.S., Kent State; M.S., Boston College  
**Patricia Connell**, B.S., Worcester State College; M.S., University of Lowell  
**Stephanie Danforth**, B.S., St. Louis University; M.S., Boston College  
**Lisa Delahanty**, B.S., Saint Anselm College; M.S., Boston College  
**Joan Delaney**, B.S., University of Massachusetts; M.S., Boston College  
**Anne DeSanto**, B.S., University of Rhode Island; M.S., Yale University  
**Helen Dohm**, B.S., University of Connecticut; M.S., Pace University  
**Loretta Donald**, B.S., Tougaloo College  
**Susan Duenas**, B.S., University of Massachusetts at Dartmouth; M.S., Boston College  
**Rosamunde Ebacher**, B.S., University of New Hampshire; M.S., Boston College/Harvard Medical School  
**Juli-Anne Evangelista**, B.S., Boston College; M.S., Boston College  
**Mary Galvin**, A.D., Quincy Jr. College; M.S., Simmons College  
**Rosalyn Goldstein**, B.S., Boston University; B.A., Brooklyn College; M.S., Boston College  
**Lisa Grossi**, B.S., Boston College; M.S., Boston College  
**Joanne Hill**, B.S., Boston University; B.S.N., University of North Carolina  
**Maryanne Ladd**, M.S., Boston College  
**Bernadette Lane**, B.S., University of Massachusetts, Amherst; M.S., Boston College  
**Christine Lestha**, M.S.N., Simmons College; B.S.N., Northeastern University  
**Julie Lindstorm**, B.S., Boston University; M.S., Boston College  
**Jennie Mastroianni**, B.S., University of Connecticut; M.S., Boston College  
**Deborah McCarter**, B.S.N., Simmons College; M.S., Boston College  
**Gloria Mersha**, A.B., Boston College; M.S., Boston College  
**Virginia Minichiello**, B.S., Simmons College; M.S., Simmons College  
**Janet Mozes**, B.F.A., Goddard College; B.S., Boston University; M.S., Boston College  
**Elizabeth Nation**, B.S., University of Rhode Island; M.S., Boston College  
**Angela Nicoletti**, B.S., Boston College; M.S., Boston College/Harvard Medical School  
**Patricia O'Brien**, B.S., Southern Connecticut State College; M.S., University of Virginia  
**Rebekah Reddell**, B.S., University of New Hampshire; M.S., Boston College  
**Margaret Rudd**, B.S., Salem State College; M.S., Boston College  
**Susan Sawyer**, R.N., Newton-Wellesley School of Nursing; B.S., Worcester State College; M.S.N., Boston University  
**Debbie Scrandis**, B.S., Fitchburg State College; M.S., Boston College  
**Judith Ann Shea-Vallancort**, B.S., Fitchburg State College; M.S., University of Lowell  
**Ann Sherman**, B.S., Alfred University; M.S., Boston College  
**Barbara Stabile**, B.S., Boston College; M.S.N., Boston College  
**Bethany Thomas**, B.S.N., Florida State University; M.S.N., Simmons College

**Robin Tucker**, B.S., University of New Hampshire; M.S., Boston College  
**Pam Vath**, B.S., Boston College; M.S., Boston University  
**Susan Wood**, B.S., Trinity College; M.S., Yale University; M.P.H., Harvard School of Public Health

# Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning and administration on the Master's level, and clinical social work or social planning on the Doctoral level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations.

## PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of four years.

*Off-campus Opportunities:* In addition to Chestnut Hill, a major portion of the part-time component is available at sites in the Worcester, Southeastern Massachusetts, and Springfield areas, and in Portland, Maine. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

### Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups, and communities. It also incorporates a prerequisite bridging component, relating the content to the specific modes in which the students plan to concentrate. There are also several free-standing Practice electives that combine or transcend concentration-specific methods.

- SW 700 Social Work Practice
- SW 790 Social Work in Industry
- SW 815 Impact of Psychosocial Issues on Learning
- SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 879 Social Work Practice with Women
- SW 880 Social Work Practice in Child Welfare

### Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Issues in Family and Children's Services
- SW 807 Social Policy and Services in the Global Context
- SW 808 Legal Aspects of Social Work
- SW 813 Comparative Policy Analysis and Field Experience

- SW 814 Policy and Ethical Issues in Contemporary Health Care
- SW 818 Forensic Issues for Social Workers-Focus: Prison
- SW 819 SWPS Independent Study

### Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 723 Racism, Oppression and Cultural Diversity
- SW 724 Social Work Perspectives on Organizations and Communities
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development
- SW 827 Ego Psychology
- SW 828 Adult Relationships
- SW 833 Social Gerontology
- SW 834 Poverty and Managed Care: Behavioral Policies and Social Scope
- SW 836 Self Psychology
- SW 838 Family and Children's Services: Group/Independent Study
- SW 839 HBSE Independent Study

### Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 751 Quantitative Methods in Social Work Practice
- SW 840 Advanced Quantitative Analysis
- SW 848 Research in Women's Issues
- SW 849 Research Independent Study
- SW 850 Research Group Study
- SW 851 Policy Analysis Research for Social Reform

### Field Education

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, COPPA
- SW 943-944 Field Education III-IV, COPPA

### Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning. The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice. The course offerings are as follows:

- SW 762 Basic Skills in Generalist Practice: Transition to Clinical Social Work
- SW 860 Advanced Couple and Family Therapy: Theory, Evaluation and Practice
- SW 861 Differential Assessment and Intervention
- SW 863 Cross-Cultural Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy I
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 870 Clinical Social Work Group Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 872 Evaluation Research for Micro Social Work Practice
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 875 Family Therapy II
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

### Community Organization, Planning, Policy and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing and managing human services
  - Using participatory strategies that involve individuals, groups, and organizations in planned development processes
  - Providing executive leadership that is both creative and practical for private and public human service agencies
  - Advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations
  - Researching, analyzing, and evaluating policies and programs
- Students may choose varied foci within the concentration. These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning

and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice.

The Concentration builds on the School's foundation courses with a methods course, a human behavior/social environment corollary and first year field curriculum designed for all COPPA students. In addition, it pairs advanced methods courses with a second year methods-specific field practicum, while offering supplementary electives. Course offerings are as follows:

- SW 800 Basic Skills in Generalist Practice: Transition to Macro Practice
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration: Financial Management
- SW 816 Supervision and Staff Management
- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 885 Evaluation Research for Macro Social Work Practice
- SW 887 Change and Development of the Urban System
- SW 888 Seminar in Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 COPPA Independent Study

### DUAL DEGREE PROGRAMS

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admission Offices, and candidates must apply to, and be accepted by, each of the relevant schools independently.

The **M.S.W./M.B.A. Program**, in cooperation with the Carroll Graduate School of Management, involves three full-time years, one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year **M.S.W./J.D. Program**, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year **M.S.W./M.A. (Pastoral Ministry)** in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences, the School has instituted an **Accelerated B.A./M.S.W. Program** (Three/Two Program) whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, in the College of Arts and Sciences.

## PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The School offers a practice-research oriented Ph.D. program for M.S.W. graduates interested in pursuing careers in teaching, research and practice. The Ph.D. program is designed to help students develop the ability to analyze theories critically, understand the theoretical, philosophical and empirical foundations of social welfare, and acquire skill in applying tools of scientific inquiry. In addition the program affords the opportunity for further specialization in a social problem or issue, an intervention approach and research methods.

The program consists of a minimum of 14 academic courses, a qualifying exam and a dissertation. The course schedule has been designed for either full-time or part-time study, generally over three years. Part-time students are expected to carry two courses each semester. Some credits may also be obtained in the May-July Intersession to facilitate completion of degree requirements.

The curriculum includes eight common courses which provide an introduction to a range of social and behavioral theories and to social policies and theories of social change, leadership, and organizational behavior along with training in research methods and statistics. Students also choose six electives which meet their individual career goals and provide opportunities for in-depth study and specialization in a substantive area. These include formal courses as well as teaching laboratories, research laboratories, or independent study projects with faculty mentors.

A total of 51 credit hours is required to complete the degree: 42 credits for academic courses and 9 credits for the dissertation. Before beginning research on the dissertation, the student must pass a qualifying examination.

Required courses include the following:

- SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts
- SW 986 Theoretical and Research Perspectives on Social Change
- SW 966 An Introduction to Research Methods and Statistics
- SW 967 Statistical Analysis for Social Work Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 971 Theories and Research on Human Development and Change Processes
- SW 977 Theories and Research on Social Relationships
- SW 987 Theories and Research on Societal Processes
- Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

## CONTINUING EDUCATION

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops annually which assist licensed social workers in maintaining their skills. Recent local programs have included "Forgiveness and Psychotherapy" and "Women in Healing." At this time the major commitment of the Office is to provide a variety of continuing education opportunities in conjunction with the National Research and Training Center on Social Work and HIV/AIDS in the area of psychosocial aspects of HIV/AIDS service delivery.

Established in 1997 under the direction of Dr. Vincent J. Lynch, the National Research and Training Center on Social Work and HIV/AIDS is an outgrowth of ten years of expanding program development by the Office of Continuing Education. Distinguished social work professionals from all over the country serve as Associates in the Center and assist in conducting conferences. Center Associates also jointly publish books and articles on social work

aspects of HIV/AIDS. In June 1989 the Office of Continuing Education organized the first conference exclusively addressing the psychosocial dimensions of AIDS and in attendance were over 400 AIDS-care social workers from 30 states and 16 nations. The delegates voted that an annual conference of this type be held in a different city each year, and that the BCGSSW continue to play the central administrative role. This mandate was accepted by the Office, which has organized conferences in San Jose, New Orleans, Washington, and Chicago.

In addition to its focus on HIV/AIDS, the Office of Continuing Education has sponsored conferences abroad. As Eastern European countries have moved away from a central planned economy programs have been designed to examine the social, political, and economic impact of these changes. The first international conference was held in Budapest, Hungary in spring, 1991. Additional programs have been offered in Cracow, Poland, in October 1993, and in Greece during June 1995. The most recent conference was held in the Black Sea area in June 1998.

## INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02467.

## Faculty

**Elaine Pinderhughes**, *Professor Emeritus*; Chairperson, Clinical Social Work; A.B., Howard University; M.S.W., Columbia University

**Betty Blythe**, *Professor*; B.A. Seattle University; M.S.W., Ph.D., University of Washington

**June Gary Hopps**, *Professor and Dean*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

**Demetrius S. Iatridis**, *Professor*; Chairperson, Community Organization, Policy, Planning and Administration; A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

**Richard A. Mackey**, *Professor*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

**Anthony N. Maluccio**, *Professor*; Chairperson, D.S.W. Program; B.A., Yale University; M.S., D.S.W., Columbia University

**Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

**Robert L. Castagnola**, *Associate Professor*; B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work

**Albert F. Hanwell**, *Associate Professor and Associate Dean*; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work

**Karen K. Kayser**, *Associate Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

**Kathleen McInnis-Dittrich**, *Associate Professor*; B.A. Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

**Thomas O'Hare**, *Associate Professor*; B.A. Manhattan College; M.A., Ph.D., Rutgers University

**Nancy W. Veeder**, *Associate Professor*; A.B., Smith College; M.S., Simmons College School of Social Work; C.A.S., Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University; M.B.A., Boston College



**Leon F. Williams**, *Associate Professor*; Chairperson, Social Work Foundation; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

**Richard H. Rowland**, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W. Boston University School of Social Work; Ph.D., The Florence Heller School, Brandeis University

**Pauline Collins**, *Assistant Professor*; B.A., University of Michigan-Dearborn; M.S.W., Ph.D., University of Michigan School of Social Work

**Hugo Kanya**, *Assistant Professor*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University

**Paul Kline**, *Adjunct Assistant Professor*; B.A., St. Bonaventure University; M.A., Ph.D., Boston College

**John McNutt**, *Assistant Professor*; B.A., Mars Hill College; M.S.W., University of Alabama; Ph.D., University of Tennessee

**Regina O'Grady-LeShane**, *Adjunct Assistant Professor*; B.A., Caldwell College; M.A., New School for Social Research; Ph.D., Brandeis University

**Thomas Walsh**, *Adjunct Assistant Professor*; B.A. Boston College; M.S.W. Simmons College; D.S.W. Boston College

**Leslie J. Goodridge**, *Assistant Professor*; A.B., Radcliffe College; M.S.W., Smith College; Ph.D. (cand.), Brandeis University

### *Undergraduate Course Offerings*

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

#### **SW 600 Introduction to Social Work (Fall/Spring: 3)**

Cross listed with PS 600/SC 378

Available to non-M.S.W. graduate students

An overview of the broad field of social work. Starting with a discussion of its history and the relevance of values and ethics to its practice, the course then 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.

*Regina O'Grady-LeShane*

### *Graduate Course Offerings*

#### **SW 700 Introduction to Social Work Practice (Fall: 3)**

Required of all students

Prerequisite for all other Practice courses

A course designed to provide students with foundation knowledge in those generic aspects of theory and practice skill common to social work with individuals, families, small groups and communities. The theoretical base combines content in theory, research, and practice wisdom. The practice skill component includes generic methods of exploration and data gathering, assessment and planning, intervention, and evaluation with application to field experience.

*The Department*

#### **SW 701 The Social Welfare System (Fall: 3)**

Prerequisite for all other Policy courses

Required of all students

An examination of the nature of social welfare and of the social, political, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and needs. This course is conceptually related to SW 702 and features a participating Social Policy Action Day at the State House.

*The Department*

#### **SW 702 Social Policy Analysis (Spring: 3)**

Prerequisite: SW 701

Required of all students

An exploration of alternative strategies to the solution of social problems through analysis of specific social welfare policy issues (such as income maintenance, housing, and health) and their priorities nationally. Emphasis is directed towards the poor, minorities, women, unemployed, elderly, children, and other "at risk" groups.

*The Department*

#### **SW 721 Human Behavior and the Social Environment (Fall: 3)**

Prerequisite for Advanced HBSE and Clinical electives

Required of all students

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families and groups in the context of complex, environmental forces which support or inhibit-growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender and other differences which mediate the interface of these human systems with their environment.

*The Department*

#### **SW 722 Psychosocial Pathology (Spring: 3)**

Required of Clinical Social Work students; elective for others

An examination of adult pathology and the role of biopsychosocial stresses in symptom formation, assessment and treatment. Focus is on psychological, genetic and biochemical theories of mental illness. The use of drug and other therapies is reviewed.

*The Department*

#### **SW 723 Racism, Oppression and Cultural Diversity**

(Fall/Spring: 3)

Required of all students during the first year

An analysis of the current issues and problems in American racism. These are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. The class develops models examining the problems of racism.

*The Department*

#### **SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)**

Required of COPPA students; elective for others

A seminar designed to provide students with an understanding of the social context in which social work is practiced. Its purpose is two-fold: to examine how the behavior of individuals is influenced by the organizations in which they work as well as by the values and norms of today's culture; and to identify points of social work intervention, that is, how social workers can effect change within organizations and communities by working collaboratively with individuals and groups in the pursuit of social justice.

*Kathleen McInnis-Dittrich*

**SW 727 Substance Abuse: Alcohol and Other Drugs**  
(Fall/Spring: 3)*Prerequisite:* SW 721**Required for Occupational Social Work, Forensic Social Work, and Social/Economic Development field of practice options; elective for other students**

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department***SW 747 Research Methods in Social Work Practice** (Fall: 3)**Required of students in First Year****Prerequisite for all advanced research and practice evaluation courses**

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

*The Department***SW 751 Quantitative Methods in Social Work Practice**

(Spring: 3)

*Prerequisite:* SW 747**Required of students in First Year****Prerequisite for all advanced research and evaluation courses****The course builds on content in SW 747 which is a prerequisite.**

Content includes the use of bivariate and multivariate techniques of data analysis involving two or more samples, and focuses on hypothesis testing utilizing parametric and non-parametric techniques to analyze practice problems. Topics include bivariate analysis, analysis of variance, linear regression analysis, measures of association and correlation, and an extended discussion of research designs and sampling theory and designs.

*The Department***SW 762 Basic Skills in Generalist Practice: Transition to Clinical Social Work** (Spring: 3)*Prerequisite:* SW 700**Required of CSW students**

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals and families. Special attention is given to direct supportive work with the client and indirect work with the immediate environment and community resources. Concepts of prevention and advocacy are explored.

*The Department***SW 790 Social Work in Industry** (Spring: 3)**Required for Occupational Social Work field of practice option; elective for other students**

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism and professional social service programs.

*The Department***SW 799 Independent Study: Practice Sequence** (Fall/Spring: 3)*Prerequisite:* SW 700**Elective for M.S.W. students**

A course offering the student an opportunity to examine in-depth a subject area that is not included in the school curriculum.

The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between COPPA and clinical social work.

*The Department***SW 800 Basic Skills in Generalist Practice: Transition to Macro Social Work** (Spring: 3)*Prerequisite:* SW 700**Required of COPPA students**

A course building on SW 700 and introducing students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in the planning process, and basic techniques of evaluation.

*The Department***SW 802 The Challenge of the Aging Society: Issues and Options** (Spring: 3)*Prerequisite:* SW 702**Required for Gerontology field of practice option; elective for other students**

A seminar designed to help students develop their understanding of the major policy issues relative to the aged in American society. Areas discussed include income maintenance, social security, health care, long-term care, social services, housing, and special concerns of minority aged. A second course goal is to aid students in the development of an understanding of the theoretical/research perspectives with application to questions of policy and aging. The major objective of the course is for students to link theory and policy and thereby develop means of exploring order and change in American policy toward aging and the aged.

*The Department***SW 805 Policy Issues in Family and Children's Services** (Spring: 3)*Prerequisite:* SW 702**Required for Child Welfare field of practice option; elective for other students**

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, day care, services to delinquents, aging, family and child advocacy, licensing, services to unmarried parents, services to the mentally retarded, etc. Each student has the responsibility of planning one class session with the instructor.

*Robin Warsh***SW 807 Social Policies, Programs, and Services in the Global Context** (Spring: 3)*Prerequisite:* SW 702

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on: social work practice in selected less developed and developing countries; and selected crucial social policy practice issues such as hunger, poverty and powerlessness.

*The Department*

### SW 808 Legal Aspects of Social Work (Spring: 3)

*Prerequisite:* SW 702

Elective

An examination of the legal implications of and approach to various areas of the law which are of interest to social workers. The course also addresses those areas in which social workers should obtain legal counsel.

*The Department*

### SW 809 Administration of Human Services Programs (Spring: 3)

*Prerequisite:* SW 800; SW 883

*Corequisite:* SW 944 or permission of the instructor

Required of COPPA students

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

*The Department*

### SW 810 Seminar in Administration: Financial Management (Spring: 3)

*Prerequisite:* SW 800

Elective

An examination of theory and practice of financial management of human services in private, not-for-profit and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.

*John G. McNutt*

### SW 813 Comparative Policy Analysis and Field Experience (Fall: 3)

*Prerequisite:* SW 701

Elective for both Master's and Doctoral level

A comparison of market and non-market approaches to development and the delivery of human services through (1) an introduction to social policy planning in socialist nations, focusing on central command planning strategies in a context of Marxist analysis, self-government, limited market, and centralism in democratic decision making; and (2) a policy analysis field component in the country under study providing an exploratory cross-cultural experience between semesters. Learning and policy topics for in-depth analysis are highly individualized. Field visits include program observation, discussions with professional staff and interviews with officials. Countries vary with the semester. (Cuba in the fall and China in the spring.) See announcements.

*Demetrius Iatridis*

### SW 814 Policy and Ethical Issues in Contemporary Health Care (Spring: 3)

*Prerequisites:* SW 701-702

Required for Health and Medical Care field of practice option; elective for other students

A seminar engaging students in reflective consideration of the moral problems and practice situations which confront social workers in health care settings. These include social, financial and research perspectives. In addition to field experience, interviews with health care professionals and careful analysis of the literature provide the base for class discussion and presentations.

*Richard H. Rowland*

### SW 815 The Impact of Psychosocial Issues on Learning (Summer: 3)

*Prerequisite:* SW 700

Cross listed with PY 633/ED 633

A course examining psychological and social issues that affect learning of children and adolescents in public schools. It focuses on collaboration between social service professionals and educators, with emphasis on prevention strategies.

*The Department*

### SW 816 Supervision and Staff Management (Fall: 3)

*Prerequisite:* SW 762 or SW 800

Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development and evaluation.

*Nancy W. Veeder*

### SW 818 Forensic Issues for Social Workers—Focus: Prisoners (Spring: 3)

*Prerequisites:* SW 701-702

Required for Forensic Social Work field of practice option; elective for other students

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment and political prisoners.

*Samuel Azza*

### SW 819 SWPS Independent Study (Fall/Spring: 3)

*Prerequisites:* SW 701-702

Elective

Only students of good academic standing and ability are eligible. The number of students who can be accommodated is contingent on the availability of faculty.

An opportunity to pursue in more depth either of the two Sequence goals: (1) Examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) Examination of alternatives in evaluating, formulating and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities. In addition to being of interest to the individual student, the area of investigation must be of substantial import to the field of social welfare.

*The Department*

### SW 820 Social Work Response to the AIDS Epidemic (Spring: 3)

*Prerequisite:* SW 721

Required for Health and Medical Care field of practice option; elective for others

An advanced course focusing on: the unique bio-psychosocial issues in HIV- AIDS; service delivery issues facing social work agencies because of the epidemic; and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection (which poten-

tially includes everyone). Preventive, educational, coping and service requirements for an adequate response to the epidemic are the major emphases.

*Vincent J. Lynch*

**SW 822 The Impact of Traumatic Victimization on the Developing Child and Adolescent (Spring: 3)**

*Prerequisites:* SW 722, SW762

**Required for Child Welfare field of practice option; elective for others**

An advanced seminar addressing psychological, sociological, legal and ecological aspects of family violence in its varied forms, especially in the sexual, physical and psychological abuse of children and adolescents, as well as wife battering. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Countertransference phenomena are identified and alternate forms of treatment are explored.

*Linda Sanford*

**SW 825 Social Work with Groups (Fall/Spring: 3)**

*Prerequisite:* SW 700

**Fulfills requirement for advanced group content**

A course incorporating both micro and macro elements in focusing on social worker analysis of group development, worker member interactions, and interventions in the helping process. Emphasis is placed on understanding and learning new skills and theories that build on and integrate foundation teachings in social welfare policy, human behavior and the social environment, research, and social work practice.

*The Department*

**SW 827 Ego Psychology (Fall: 3)**

*Prerequisite:* SW 722

**Elective**

An advanced course exploring contemporary theory about the structure and function of the ego. Concepts from research on attachment, object relations, learning, separation/individuation, and contextual differences are examined to understand development across the life span. Emphasis is placed on ego assessment as that process reveals strengths and weaknesses in clients.

*The Department*

**SW 828 Adult Relationships (Spring: 3)**

*Prerequisite:* SW 827

A course focusing on the centrality of meaningful relationships to the emergence of a sense of self in adulthood. Developmental as well as contextual factors are viewed as essential to understanding the bio-psycho-social dimensions of the self in adult relationships. Different theoretical perspectives are employed to understand how relationships develop over time. The Mackey/O'Brien method of studying lasting relationships between heterosexual and same sex partners is used to explore an integrated approach to research. As members of small research teams, students have the opportunity to study an aspect of relationships as the semester unfolds.

*Richard A. Mackey*

**SW 833 Social Gerontology (Fall: 3)**

*Prerequisite:* SW 721

**Required for Gerontology Field of Practice option; elective for other students**

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cul-

tural, economic, physical, environmental, social and psychological influences on old age. Included is the role of the family in providing care to elders.

*Kathleen McInnis-Dittrich*

**SW 834 Poverty and Managed Care: Behavioral, Socio-political and Economic Scope (Spring: 3)**

*Prerequisite:* SW 721

**Elective**

A course examining the behavioral, sociopolitical and economic scope of poverty. It addresses perceptions of the causes of poverty and attitudes toward it, as well as who and which groups are affected by poverty. Poverty in relation to the Social Work profession and managed care, and appropriate Social Work interventions with the poor in the 21st century are also explored.

*Nancy W. Veeder*

**SW 836 Self Psychology (Spring: 3)**

**Elective**

An advanced seminar exploring the concept of self as it is elucidated in the emerging theory of "self psychology." The course builds upon ego psychological theories, especially those grounded in object relations, and focuses on the self psychological perspective for clinical workers with individuals and families.

*Richard A. Mackey*

**SW 838 Group Independent Study in Family and Children's Services (Fall/Spring: 3)**

The focus of this individual independent study is on in-depth examination of a topic of special interest to the student(s) in the general area of Family and Children's Services. Emphasis will be on social work services with and for children and families that are economically deprived. Potential topics include: family preservation, family reunification, foster family care, day care, residential treatment, adoption, etc.

*The Department*

**SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 722 or 724

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*

**SW 840 Advanced Quantitative Analysis (Fall: 3)**

*Prerequisites:* SW 747-751

**Elective**

A seminar providing an in-depth examination of multivariate analysis procedures. The course stresses the integration of theory and quantitative analysis skills, and is structured in sections: (1) an introduction to large-scale survey data analyses; (2) bivariate and multivariate contingency table analyses; (3) bivariate and multivariate-analysis techniques based on least squares estimation, and (4) discussion of advanced multivariate analysis strategies including logistic regression.

*The Department*

### SW 848 Research in Women's Issues (Fall: 3)

*Prerequisites:* SW 747-751

#### Elective

An advanced research course designed to broaden and deepen research knowledge in areas of formulation, design, data collection, sampling, measurement and data analysis, and to enable the student to acquire a breadth and depth of theoretical knowledge and understanding about a range of issues pertaining to women, including sexuality and sex roles; client-patient relationships; achievement, victims, power; the Social Work profession; and Third World women.

*The Department*

### SW 849 Independent Study in Research (Fall/Spring: 3)

*Prerequisites:* SW 747-751

#### Elective

An opportunity for students, individually (SW 849) or in groups (SW 850), to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

*The Department*

### SW 851 Policy Analysis Research for Social Reform (Fall: 3)

*Prerequisites:* SW 747-751

#### Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

*The Department*

### SW 860 Advanced Couple and Family Therapy: Theory, Practice, and Evaluation (Spring: 3)

*Prerequisites:* SW 861, SW 865

An advanced course examining and analyzing theories, research and strategies for change with couples and families. Structural, strategic, cognitive and behavioral approaches with couples and families are critically evaluated. The course covers various approaches to family therapy research, such as process research, outcome studies, and single system evaluation. By integrating research on family therapy with practice, the student becomes knowledgeable in selecting methods of practice with families and learns how to evaluate his or her own practice.

*Karen Kayser*

### SW 861 Differential Assessment and Intervention (Fall: 3)

*Prerequisite:* SW 762

*Corequisite:* SW 933

#### Required of CSW students

An advanced course requiring examination of differential assessment, treatment planning, interaction and outcome evaluation with varied populations presenting multiple problems/needs.

Emphasis is placed on clients' self-understanding, self-efficacy/mastery, practitioner use of self, principles of crisis and brief intervention.

*The Department*

### SW 863 Cross-Cultural Social Work Practice (Fall: 3)

*Prerequisites:* SW 723, and SW 762 or SW 800

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.

*The Department*

### SW 864 Group Therapy (Fall/Spring: 3)

*Prerequisite:* SW 762

#### Elective

#### Fulfills requirement for advanced group content

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

*The Department*

### SW 865 Family Therapy I (Fall/Spring: 3)

*Prerequisite:* SW 762

#### Elective

Presentation of basic family systems theory and observation of or participation in its implementation. The theory stresses intrapersonal and interpersonal need response patterns at the behavior and communication level. Implementation includes role playing, films and family sculpture. Concurrent involvement in a family therapy case is strongly recommended.

*The Department*

### SW 866 Therapeutic Intervention with the Aged (Spring: 3)

*Prerequisite:* SW 762

#### Required for Gerontology field of practice option; elective for others

Therapeutic interventions with aged persons require the integration of biopsychosocial knowledge in gerontology into direct practice with aged individuals, couples, families, groups, self-help groups, and systems. Skill development and techniques in working with the aged and their environment are the focus of this course, as well as the special problems of elderly widows, minorities, residents in institutions, those with sensory deficits, and those requiring protective services. Methodology includes lectures, readings, case discussions, role playing and films.

*Kathleen McInnis-Dittrich*

### SW 867 Clinical Social Work Treatment with Children and Adolescents (Fall/Spring: 3)

*Prerequisite:* SW 762

#### Elective

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, communication, relationship and play. Assessment and treatment of children and adolescents with various problems and pathology are included.

*Paul Kline*

**SW 868 Integrative Seminar in Clinical Social Work (Spring: 3)***Prerequisite:* SW 861*Corequisite:* SW 934**Required of Clinical Social Work students**

The general purpose of this course is to help students develop and formulate an integrated model for understanding social work along practice, policy, ethical, and research dimensions using selected social problem areas. The course will build on knowledge, skills, and values acquired in the first year courses to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality—both as determinants associated with the problem areas and in terms of how individuals' frame of reference inform their interpretation of a problem.

*The Department***SW 869 CSW Independent Study (Fall/Spring: 3)***Prerequisite:* SW 762**Elective**

An opportunity for those in the clinical social work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

*The Department***SW 871 Social Work in an Extreme Stressful Environment: The Prison (Fall: 3)***Prerequisite:* SW 762**Required for Forensic Social Work field of practice option; elective for others**

A course focusing on the historical development of institutional custody of the public offender and the treatment of prisoners exhibiting a wide range of emotional disorders. Complicating factors, such as substance abuse, paranoia and danger to self and others, are addressed. Psychopharmacological treatment and case management are also examined.

*Samuel Azza***SW 872 Evaluation Research for Micro Social Work Practice (Fall/Spring: 3)***Prerequisites:* SW 751, SW 762**Required of Clinical Social Work students**

A course designed to teach students advanced qualitative and quantitative research designs for micro social work practice. In addition, students learn the process of selecting measures and designing data collection procedures for evaluating practice outcomes, applying data analysis strategies, and identifying the strengths and weaknesses of various evaluation research approaches.

*Karen Kayser**Vincent Lynch**Thomas O'Hare**Thanh Van Tran***SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)***Prerequisite:* SW 762**Required for Health and Medical Care field of practice option; elective for other students**

An examination of psychological and social stress on individuals and families who are confronted with a physical illness, trauma or handicap. Themes include the common psychological reactions of

people to medical treatment; the effect on social functioning or rehabilitative and habilitative processes, and of the health care system itself; the medical team's respective roles and value orientation, and their impact on the patient and his/her family; and issues of loss and death. Special attention is given to health care settings vis-à-vis those of traditional agencies, and to methods appropriate to interdisciplinary practice.

*Ann A. Daniels***SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)***Prerequisites:* SW 827, SW 861**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans; victims of abusive violence, traumatic loss, disasters; people with AIDS; and the homeless), are used to integrate theory, research designs and strategies, and practice skills.

*Carol J. Jensen***SW 875 Family Therapy II (Spring: 3)***Prerequisites:* SW 861, SW 865**Elective**

A course designed for the second year clinical student who intends to increase proficiency in the skills learned in SW 865 Family Therapy I. Cases from current field experience are role-played in class, affording each student the opportunity to learn experientially. The learning process is enhanced by live demonstrations and by tapes of interviews with consenting families. A problem-solving approach to Family Systems Therapy is emphasized.

*Jay M. Morrison***SW 876 Time-Effective Therapy: Possibility-Oriented Brief Treatment (Fall/Spring: 3)***Prerequisite:* SW 762**Elective**

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families and groups. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting; explores various time-effective models, e.g., intermittent therapy; provides experiential exercises; and links concepts and skills to home-based services.

*Margot T. Fanger***SW 878 Adolescent Mental Health Treatment (Spring: 3)***Prerequisites:* SW 762, SW 861**Elective**

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in rela-

tion to developmental needs, family dynamics and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive and behavioral approaches.

*Paul M. Kline*

### **SW 879 Social Work Practice with Women (Fall: 3)**

*Prerequisite:* SW 700

**Elective**

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. Because women often do not fit the existing models of human growth and development, the course focuses on models that have been based on and developed for women, and critically analyzes the related empirical research. Special practice issues covered include women and mental health, domestic violence, the feminization of poverty, women of color, and women with chronic or life threatening illnesses.

*Karen Kayser*

### **SW 880 Social Work Practice in Child Welfare (Fall: 3)**

*Prerequisite:* SW 762 or SW 800

**Required for Child Welfare field of practice option; elective for other students**

A course with a dual focus on macro and micro interventions that promote healthy child development and effective parenting. Emphasized are the knowledge and skills practitioners need for decision making in situations of abuse and neglect, keeping families together, and minimizing length of placements and trauma in cases of parent-child separation. Topics include development and attachment issues for children and parents, work in the courts, sexual abuse, adoption, teenage pregnancy, and service to troubled adolescents/families. Attention is given to administering monitoring systems and mobilizing community support networks, both to help individual families and to change and implement policy.

*The Department*

### **SW 883 Social Planning in the Community (Spring: 3)**

*Prerequisite:* SW 887

*Corequisite:* SW 944

**Required of COPPA students**

An examination of the theory and context of social planning for human services in community settings. The course (1) emphasizes how theories of planning and social change inform planning, and (2) explores the planning context including linkages among service systems within communities; policy linkages; social, political and economic constraints; and the locational aspects of planning human services.

*The Department*

### **SW 884 Strategic Planning (Spring: 3)**

*Prerequisite:* SW 762 or SW 800

**Elective**

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular. Case studies and assignments will be used to reinforce class discussion.

*The Department*

### **SW 885 Evaluation Research for Macro Social Work Practice (Fall: 3)**

*Prerequisites:* SW 751, SW 800

**Required of COPPA students.**

A course addressing all aspects of macro evaluation including values and ethics, design strategies covering qualitative and quantitative methods, sampling strategies, measurement issues, data collection and analysis, sponsorship of the research, role relationships, resistance to change, and communication and utilization of evaluative research results. Finally, understanding potential for social change which may result from evaluative research findings will be discussed.

*John G. McNutt*

### **SW 887 Change and Development of the Urban System: Urban Developmental Planning (Fall: 3)**

*Prerequisite:* SW 800 or permission of Chair

**Required of COPPA students; elective for others**

A focus on central policy issues of planning the growth and development of Human Settlements, stressing a social science, interdisciplinary systems approach to national development patterns. Human Settlements are considered as a habitat system consisting of various inter-locking units with their own human service delivery networks (village, town, city, metropolis, megalopolis, nation and globe). Planning reports and case studies are analyzed and discussed. Individual projects encouraged.

*Demetrius S. Iatridis*

### **SW 888 Seminar in Community Organization and Political Strategy (Spring: 3)**

*Prerequisite:* SW 800 or permission of Chairperson

**Elective**

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

*Elmer R. Freeman*

### **SW 897 Planning for Health and Mental Health Services (Fall: 3)**

*Prerequisite:* SW 762 or SW 800

**Elective**

An analysis of historical perspectives, institutional structures, and service roles as they influence the design, delivery and coordination of health and mental health services. Models of planning these services are explored within the framework of primary, secondary and tertiary levels of prevention. Key issues for seminar discussion include costs and financing of services, accountability, racism, women's services, health and mental health and the law, and the role of social work in the health and mental health system.

*Harry Shulman*

### **SW 899 COPPA Independent Study (Fall/Spring: 3)**

*Prerequisites:* SW 800, SW 942

**Elective**

An opportunity for COPPA students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of COPPA studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department*

**SW 921 Field Education I (Fall: 6)****Required of all students**

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

*The Department*

**SW 932 Field Education II-CSW (Spring: 6)****Required of CSW students**

Supervised learning and practice in the provision of individual, family and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

*The Department*

**SW 933 Field Education III-CSW (Fall: 9)**

*Prerequisite:* SW 932

*Corequisite:* SW 861

**Required of CSW students**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department*

**SW 934 Field Education IV-CSW (Spring: 9)**

*Prerequisite:* SW 933

*Corequisite:* SW 868

**Required of CSW students**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department*

**SW 942 Field Education II-COPPA (Spring: 6)**

*Prerequisite:* SW 921

**Required of COPPA students**

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function and dynamics common to intra-organizational and community environments.

*The Department*

**SW 943 Field Education III COPPA (Fall: 9)**

*Prerequisite:* SW 942

*Corequisite:* SW 883

**Required of COPPA students**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

*The Department*

**SW 944 Field Education IV COPPA (Spring: 9)**

*Prerequisite:* SW 943

*Corequisite:* SW 809

**Required of COPPA students**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department*

**SW 965 Social Research Methods for Social Services (Fall: 3)**

*Prerequisite:* SW 964

**Required for all Doctoral students**

A course designed to teach students applications of selected qualitative and quantitative methods in social work research. Students are expected to have knowledge of basic social research methods and statistics from previous research courses. Students learn and become familiar with the following: (1) content analysis of qualitative data; (2) instrument construction and assessments of reliability and validity; (3) selected issues in experimental designs and survey research; (4) utilization of large secondary data sets; and (5) writing a research proposal.

*Thanh V. Tran*

**SW 966 Introduction to Research Methods and Statistics (Fall: 3)**

**Required of all Doctoral students; prerequisite for SW 966, SW 967**

A course emphasizing the role of research in the profession, the logic of research, the stages of the research process, the major strategies for collecting data, and approaches to analyzing data. The research methods covered are common to many of the social and behavioral sciences and human service professions. The course also introduces doctoral students to fundamental concepts and practical aspects of statistical analysis. Students are required to collect, organize, and analyze a small data set. In addition to the course, students take an SPSS workshop offered by the School.

*The Department*

**SW 967 Statistical Analysis for Social Work Research (Fall: 3)**

*Prerequisite:* SW 966

**Required of all Doctoral students**

A course covering a wide range of statistics for conducting research in social work and other helping professions. Students develop conceptual and arithmetic skills needed for advanced work in research design, model development, model fitting, estimation, hypothesis testing and interpretation of data. The course moves from simple bivariate to multivariate forms of data analysis.

*The Department*

**SW 968 Multivariate Analysis and Statistical Modeling (Spring: 3)**

*Prerequisite:* SW966 and SW967

**Required for all Doctoral Students**

A course designed to provide students with skills to perform advanced statistical analysis, building on their basic knowledge of research methods and statistics. The lectures and exercises cover multiple linear regression analysis, multiple logistic regression analysis, confirmatory factor analysis, and structural equation modeling. Multiple linear regression analysis, however, is the major emphasis of the course. Students learn and develop the skills needed to do the following: (1) read, understand, evaluate, and apply the above multivariate statistical methods in social work and the social sciences, and (2) write a research paper using secondary data.

*Thanh Van Tran*

**SW 971 Theories and Research on Human Development (Fall: 3)****Required of all Doctoral students**

A seminar with a twofold goal: to explore how concepts from major developmental theories have shaped the direction of human services, and to engage students in an exploration of the concepts which have an influential effect on their paradigms of practice and their current research interest(s). An integral part of these explorations is to understand how paradigms are adopted within the con-



texts of different historical, social and practice realities. Throughout the semester, students formulate a preliminary research design to study an aspect of their practice paradigm.

*The Department*

### **SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts (Spring: 3)**

**Required of all Doctoral students**

A course designed to broaden students' understanding of social policy and its philosophical underpinnings by examining theoretical perspectives on the evolution of the welfare state. Building on analysis of that development, the course takes up the question of universal social provision versus targeted need, explores the trends in industrialized countries, and compares those trends with less industrialized countries.

*The Department*

### **SW 987 Theories and Research on Societal Processes (Fall: 3)**

**Required for all Doctoral students.**

This course explores knowledge formulations relevant to ethnicity race, gender and class as societal processes which impact various levels of social functioning: individual, interactional, family-group, organizational, community and societal. These theories, concepts and ideas will be analyzed in relation to their empirical base, their potential or limitations for informing accountable practice and for generating further research.

*The Department*

### **SW 990 Doctoral Independent Study (Fall/Spring: 3)**

*Prerequisite:* M.S.W. degree

**Elective for Doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program Chairperson.

*The Department*

### **SW 991 Doctoral Teaching Lab (Fall/Spring: 3)**

*Prerequisite:* M.S.W. degree

**Elective for Doctoral students**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program Chairperson.

*The Department*

### **SW 993 Doctoral Research Lab (Fall/Spring: 3)**

*Prerequisite:* M.S.W. degree

**Elective for Doctoral students**

Opportunity to carry out a research study under the supervision and guidance of a faculty mentor. The study would need to be part of an ongoing research project directed by a faculty member. Specific guidelines available from GSSW Doctoral Program Chairperson.

*The Department*

### **SW 995 Dissertation Direction I (Fall/Spring: 3)**

*Prerequisite:* SW 998

**Required for all Doctoral students**

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

*The Department*

### **SW 996 Dissertation Direction II (Fall/Spring: 3)**

*Prerequisite:* SW 995

**Required of all Doctoral students**

Second of three tutorials in the nine-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

*The Department*

### **SW 997 Dissertation Direction III (Fall/Spring: 3)**

*Prerequisite:* SW 996

**Required of all Doctoral students**

Last of three tutorials comprising the nine-credit directed dissertation phase of the program. Specific guidelines available from Doctoral Chairperson.

*The Department*

### **SW 998 Qualifying Exam Study (Fall/Spring: 0)**

*Prerequisite:* Completion of core courses.

**Required of all Doctoral students**

A non-credit reading and research preparation for the Qualifying Examination which must be completed prior to Dissertation Direction and advancement to Candidacy. Specific guidelines available from Doctoral Chairperson.

*The Department*

### **SW 999 Doctoral Continuation (Fall/Spring: 0)**

*Prerequisite:* SW 997

A continuing registration and advisement period required of any Doctoral student whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. Guidelines available from the Doctoral Chairperson.

*The Department*

# College of Advancing Studies

Unparalleled challenges confront society as the twenty-first century approaches: the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill and expertise and a vision of a just society are the goals of the College of Advancing Studies.

The College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

## Undergraduate Degree Program

Whether the goal is to earn a degree or simply to take a stimulating course or two, the College of Advancing Studies provides an opportunity, the curricular resources, the flexibility, and the understanding to respond to these individual intellectual characteristics and needs.

The Bachelor of Arts curriculum provides selective specializations in Business, Information Processing, the humanities, and the social sciences. It offers courses that respond to individual interests and varied career objectives. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-.

To foster informed and mature development within the context of a shared and common cultural background, all programs require the completion of specific core courses in the following areas:

### Humanities (7 courses)

Introductory College Writing, Literary Works, English elective, Problems of Philosophy and Philosophy elective, and two Theology electives.

### Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

### Natural Sciences (2 courses)

Two courses in Mathematics or Science.

## Undergraduate Admission

Undergraduate degree applicants must complete a Boston College College of Advancing Studies application and submit an official copy of the secondary school record. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the College of Advancing Studies.

While secondary school graduation is required, the academic entrance requirements are flexible. The overall quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP, the College Level Examination Program, which is used to evaluate non-traditional college education such as self-directed study and job related experiences. Applicants may be awarded college credits depending on test scores.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses that are equivalent in content and quality to those offered by Boston

College and have merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Undergraduates interested in taking evening courses for academic credit, but not registering for a degree, may arrange at registration to enroll for courses as Visiting Students: no previous application is necessary. Evening classes meet once a week from 6:30 P.M. to 9:00 P.M., during the fall, spring and summer semesters.

Through registration in the College of Advancing Studies, qualified adults may also take undergraduate courses offered during the day alternating as convenient between day and evening attendance. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a counselor of the College of Advancing Studies.

The College of Advancing Studies extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through the challenges of its liberal and professional programs.

## Graduate Degree Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice offering an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses broadly and diversely attentive to exploring fundamental issues, developing new perspectives and examining emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Creative Writing and Public Discourse (AD 702), and Mobilizing Information for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45-8:30 P.M. during the fall, spring and summer semesters.

## Graduate Admission

The Administrative Studies program is open to graduates of fully accredited colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an

undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

**Course Offerings**

- AD 700 Research: Methods and Data
- AD 701 Creative Writing and Public Discourse
- AD 702 Mobilizing Information for Change
- AD 703 Making Public Policy
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication and Culture
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Organization Development
- AD 711 Complexities of Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Multicultural Perspectives on Behaviors
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional and Corporate Presentations
- AD 716 Integrating Performance
- AD 717 Mastering Communication
- AD 718 Effective Listening
- AD 719 Maximizing Intellectual Capital
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 Performance Paradigms: Power and Vision
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant and Power Broker
- AD 725 American Dream: Fact or Fantasy
- AD 726 Decision Making in Management
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Power and Gender in Organizational Culture
- AD 732 Influencing Future Performance
- AD 775 American Corporation and American Dream
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environment Issues
- AD 779 Nutrition: Analysis and Application
- AD 780 Forecasting: Predictors and Influences

**Information and Office Location**

The College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog contact the College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, Massachusetts 02167. Visit our Web Site at <http://www.bc.edu/advancingstudies>.

## **Summer Session**

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses, or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees; students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in March. Visit our Web Site at <http://www.bc.edu/Summer>

# Administration

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# Academic Calendar 1999-2000

## FALL SEMESTER 1999

August 23	Monday	Classes begin for second and third year law students
August 24	Tuesday	Classes begin for first year law students
September 2	Thursday	Classes begin
September 2	Thursday	Faculty Convocation
September 6	Monday	Labor Day—No classes
September 9	Thursday	Drop/Add period ends
October 1 to October 3	Friday to Sunday	Parent's Weekend
October 11	Monday	Columbus Day—No classes
November 1	Friday	Academic Advising Period begins
November 12	Friday	Graduate registration for spring 2000
November 15	Monday	Undergraduate registration for spring 2000
November 24 to November 26	Wednesday to Friday	Thanksgiving Holidays
November 29	Monday	Last date for official withdrawal from a course or from the University
December 5	Thursday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 9 to December 10	Thursday to Friday	Study days—No classes for undergraduate day students only
December 11 to December 18	Saturday to Saturday	Term examinations

## SPRING SEMESTER 2000

January 10	Monday	Classes begin for all law students
January 17	Monday	Martin Luther King, Jr. Day—No classes
January 18	Tuesday	Classes begin
January 24	Monday	Drop/Add period ends
March 6 to March 10	Monday to Friday	Spring Vacation
April 3	Monday	Academic Advising Period Begins
April 7	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2000 graduation
April 13	Thursday	Graduate registration for fall and summer 2000
April 14	Friday	Undergraduate registration for fall 2000
April 14	Friday	Last date for official withdrawal from a course or from the University
April 17	Monday	Patriot's Day—No classes
April 20 to April 24	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 P.M. and later)
May 3 to May 4	Wednesday to Thursday	Study days—No classes for undergraduate day students only
May 5 to May 12	Friday to Friday	Term examinations
May 22	Monday	Commencement
May 26	Sunday	Law School Commencement

# Directory and Office Locations

<b>Academic Development Center</b>	Robert Starratt, Program Director, Education
Suzanne Barrett, Director .....	Admin. and Higher Education.....Campion 205
<b>Accounting</b>	Joseph Pedulla, Program Director, Education
Jeffrey R. Cohen, Chairperson .....	Research, Measurement and Evaluation .....
Fulton 520D	Campion 309
<b>Admission</b>	<b>English</b>
<b>Undergraduate:</b>	Rosemarie Bodenheimer, Chairperson.....
John L. Mahoney, Jr., Director.....	Carney 450
Devlin 208	<b>Finance</b>
<b>Graduate:</b>	Alan Marcus, Chairperson .....
Department Chairpersons .....	Fulton 330
McGuinn 221	<b>Financial Aid</b>
<b>Advancing Studies</b>	Bernie Pekala, Director of Financial Strategies ....
James Woods, S.J., Dean.....	Quincy Road
McGuinn 100	<b>Fine Arts</b>
<b>AHANA</b>	John Michalczyk, Chairperson.....
Donald Brown, Director.....	Devlin 434
72 College Road	<b>First Year Experience Programs</b>
<b>American Studies</b>	Rev. Joseph P. Marchese,
Christopher Wilson, Director.....	Director.....
Carney 349	O'Connell House 107-109
<b>Arts and Sciences</b>	<b>Geology and Geophysics</b>
J. Joseph Burns, Assoc. Dean.....	J. Christopher Hepburn, Chairperson.....
Gasson 109	Devlin 213
Carol Hurd Green, Assoc. Dean.....	<b>German Studies</b>
Gasson 109	Michael Resler, Chairperson.....
Sr. Mary Daniel O'Keeffe, Assoc. Dean.....	Lyons 201
Gasson 109	<b>Graduate Arts and Sciences</b>
Clare Dunsford, Assoc. Dean .....	Michael Smyer, Dean.....
Gasson 109	Patricia DeLeeuw, Associate Dean.....
<b>Biology</b>	McGuinn 221
William Petri, Chairperson.....	McGuinn 221
Higgins 321	<b>History Department</b>
<b>Black Studies</b>	Peter Weiler, Chairperson .....
Frank Taylor, Director .....	Carney 116
Lyons 301	<b>Honors Program</b>
<b>Business Law</b>	<b>Arts and Sciences</b>
Christine O'Brien, Chairperson .....	Mark O'Connor. ....
Fulton 420C	Gasson 102
<b>Career Center</b>	<b>Education</b>
Frank Fessenden, Director.....	Peter Airasian .....
38 Southwell Hall	Campion 239C
<b>Center for East Europe, Russia and Asia</b>	<b>Management</b>
Raymond McNally, Director .....	David McKenna .....
Carney 171	Fulton 350A
<b>Chemistry</b>	<b>Housing</b>
Larry McLaughlin, Chairperson .....	Robert Capalbo, Director.....
Merkert 319	Rubenstein Hall
<b>Classical Studies</b>	<b>Law School</b>
David Gill, Chairperson .....	James Rogers, Interim Dean .....
Carney 123	Stuart M309
<b>Communication</b>	<b>Learning Resources for Student Athletes</b>
Dale Herbeck, Chairperson .....	Ferna Phillips, Director .....
Lyons 215B	Alumni Stadium
<b>Computer Science</b>	<b>Library Reference Department</b>
Robert Signorile, Chairperson .....	Kwasi Sarkodie-Mensah,
Fulton 414B	Head Reference Librarian .....
<b>Counseling Services</b>	O'Neill 307
Campion Hall Unit .....	<b>Management</b>
Campion 301	John Neuhauser, Dean.....
Gasson Hall Unit .....	Fulton 510A
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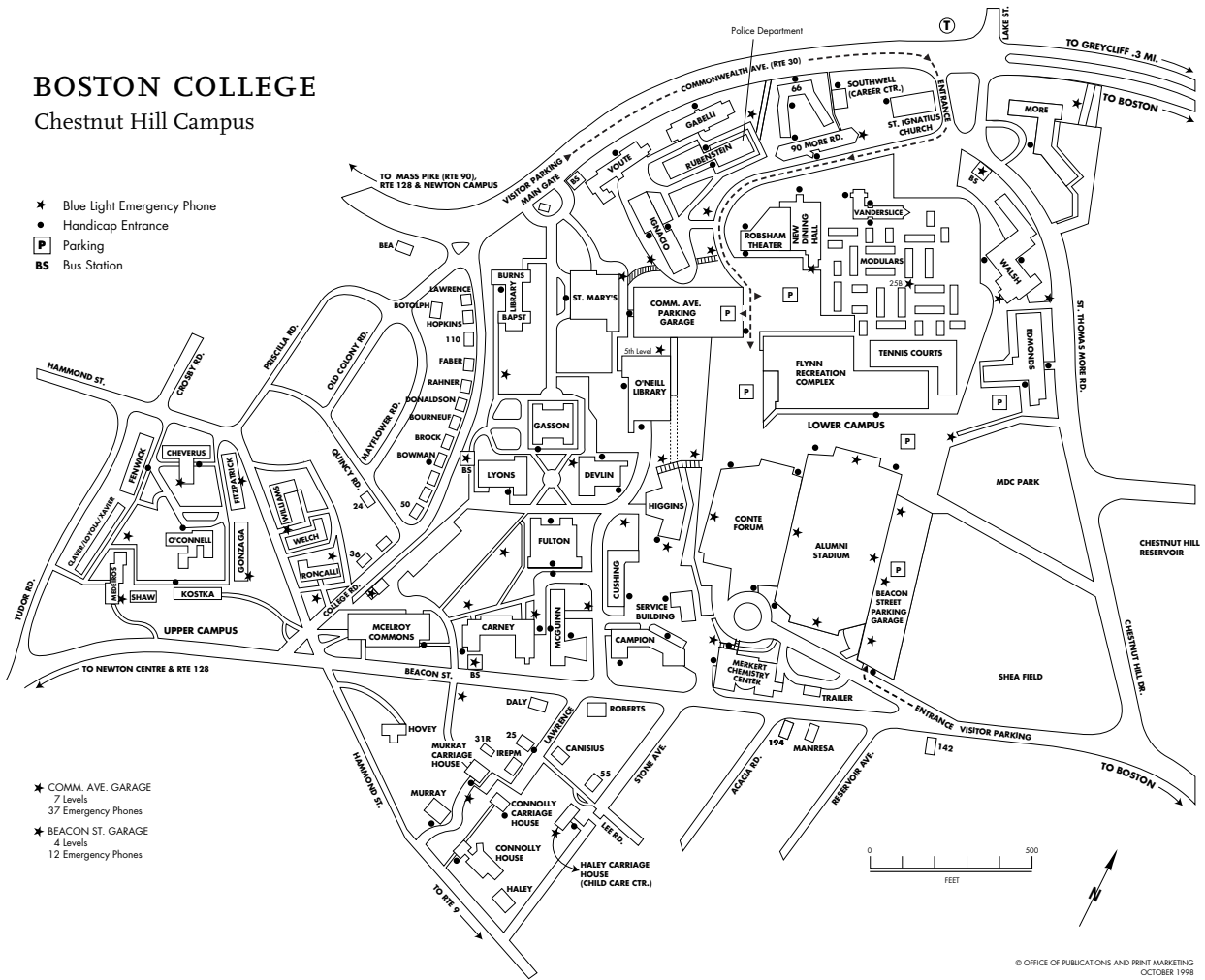
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# BOSTON COLLEGE

## Chestnut Hill Campus

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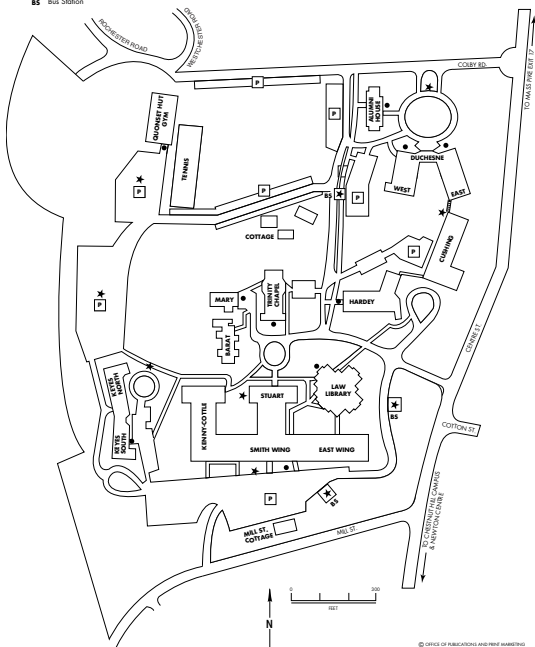
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# BOSTON COLLEGE

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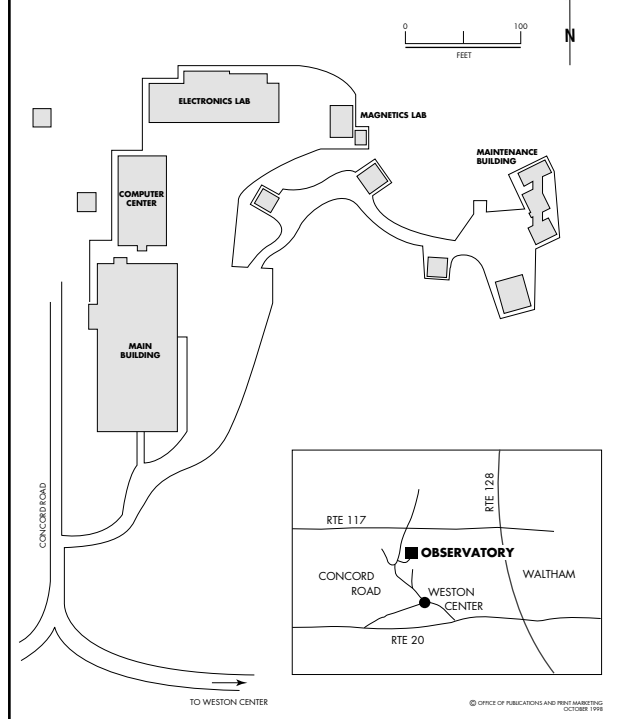
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# BOSTON COLLEGE

## Weston Observatory



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