

# BOSTON COLLEGE

2002-2003



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Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## **BOSTON COLLEGE BULLETIN 2002-2003**

*Volume LXXII, Number 15, April 2002*

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.

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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.

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# About Boston College

## INTRODUCTION

### The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,000 full-time undergraduates and 4,510 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with over 2 million books, periodicals and government documents, and more than 3.4 million microform units.

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

### The Mission of Boston College

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

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

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

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

### Brief History of Boston College

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

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

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 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 Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of Education were founded in 1947 and 1952, respectively. 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 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 important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

### Center for Media and Instructional Technology

University Center for Media and Instructional Technology (CMIT) provides media-related products and services to the Boston College community in order to enhance research, instruction, and 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—CMIT operates BC's Cable Services which offers educational and commercial programming on its 57 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, CMIT offers instructional design expertise in order to make the link between modern technologies and teaching/learning.

For more information, please visit <http://www.bc.edu/cmit>.

### Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons 313. In addition to its 32 listening/recording stations and teacher console, the facility includes 15 networked Macintosh workstations, 2 laser printers, a web server, a materials development workstation, 2 TV/video viewing rooms, 2 individual carrels for TV/video viewing, and one CD listening station. The Lab's audio and videotape/

laserdisc collection, computer/multimedia 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 BC community members who wish to use the Language Laboratory facility and its collection will find the Laboratory staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, please visit <http://www.bc.edu/langlab>.

### **Student Learning and Support Computing Facility (SLSC)**

The SLSC, located in O'Neill, room 250, is Boston College's main computer laboratory on campus. The facility holds 70 MACs, 80 PCs, 2 color scanners, 4 e-mail stations, 2 music stations, 8 docking stations for laptops, zip disk, floppy vending machines and VMS/Alpha access for use by the Boston College community. Within the facility, users have access to wide variety of software applications, high speed access to the Internet and notary services are provided by Maria Koufos.

Students rely on the SLSC for the wealth of software maintained by our monitoring of academic departmental needs, as well as word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software. Students can visit the SLSC on the web at <http://www.bc.edu/slsc> for a complete listing of the latest versions of software.

The SLSC houses nine laser printers for printing and is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available within the facility, as well as a wealth of resources available at <http://www.bc.edu/infotech>.

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

The SLSC instructional lab is available for faculty and department to use for computer based courses. The lab is booked most of the year. We also feature computer classes for students in Excel, PowerPoint, and Flash. The SLSC is open 8:00 A.M.-midnight Monday through Thursday, 8:00 A.M.-7:00 P.M., Friday, 9:00 A.M.-5:00 P.M. Saturday, and noon-midnight on Sunday. For extended hours and classes, please refer to the SLSC website, <http://www.bc.edu/slsc>

### **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 collection has reached 1,858,113 volumes and 21,296 serial titles are currently received. The Libraries offer access to hundreds of databases via the web and in CD-ROM format. A growing number of these databases and journals provide full text

access directly to the researcher's desktop. A complete listing of all online databases available can be found by selecting Online Databases on the Libraries' home page at <http://www.bc.edu/libraries.html>. Databases range in coverage from very general to very specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business, law and public affairs. An expanding number of links to thousands of electronic journals may also be found by the using the Libraries' home page.

The Libraries migrated to a new web-based, state-of-the-art integrated library system in June 2000. The new system, which uses Oracle as the underlying database engine, is a client/server system with open architecture, allowing transparent interfaces with other systems and databases. It provides users with expanded access to the Libraries' extensive collections, databases, and services. The web interface, *QUEST* (<http://www.bc.edu/quest>), offers a variety of methods for locating and requesting books, periodicals, media materials, microforms, newspapers, and electronic resources. The system is accessible 24 hours a day, 7 days a week, from any location, using a standard web browser. *QUEST* also provides users with the ability to check their library circulation record, renew materials online, and check on the status of outstanding requests they may have. The web interface and expanded indexing and retrieval options provide users with unprecedented access to both print and electronic resources, including local digital collections such as the Liturgy and Life Collection of the John J. Burns Library, as well as more than 200 databases, 3,500 cataloged web resources, and thousands of web-based electronic journals.

In October 2000, the Libraries became the 112th member of the Association of Research Libraries. ARL is a non-profit membership organization comprising the leading research libraries in North America.

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

The **O'Neill Library**, opened in 1984 and named for former speaker of the U.S. House of Representative, Thomas P. O'Neill, Jr. '36, is the central research library of the University and is located on the main campus. Collections include approximately 1.4 million volumes on a broad range of subjects reflecting the University's extensive curriculum. Access to *QUEST*, the Libraries' online catalog, multiple databases and other local and remote resources is provided via more than 60 workstations in the O'Neill Library. Individual study spaces are available throughout with both networked connections in some areas and wireless connections throughout the Library.

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

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

The **Law School Library**, located on the Newton Campus, has a collection of approximately 411,000 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 **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 houses the resources for library research in art and art history. The Graduate Study and Research Space is located in the mezzanine of Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study for all students and faculty.

The **John J. Burns Library of Rare Books and Special Collections** houses over 150,000 volumes and more than 15 million manuscripts in a beautiful, secure and climate-controlled space. Holdings include unique, illuminated medieval manuscripts; examples of the earliest printed books; the largest collection in America of Irish research materials, an integral part of Boston College's distinguished Irish Programs, including original manuscripts of Nobel Prize winning authors William Butler Yeats, Samuel Beckett and Seamus Heaney; the libraries and archives of various British Catholic authors, including Graham Greene, Francis Thompson and Hilaire Belloc; the most comprehensive collection in America of books by and about Jesuits from their founding in 1540 to their Suppression in 1773; and the papers of distinguished political leaders, such as Thomas P. O'Neill, Jr., former Speaker of the U.S. House of Representatives, and Robert Drinan, S.J., the only Catholic priest ever to have served as a member of Congress. The Library also contains important collections on Jamaica, Judaica, West Africa, the Balkans, American Detective Fiction, the City of Boston, nursing, Boston Banking, and urban planning, including the papers of Jane Jacobs. The Burns Library is also home to the University's Archives and the Irish Music Center. The Library supports an ambitious exhibitions program, and hosts various lectures and programs to which the public is invited. Students and researchers are warmly encouraged to visit and make use of these resources.

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

The **University Archives** are the official non-current papers and records of an institution that are 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, is a state-of-the-art facility that serves the Lynch School of Education's faculty and students. The collection includes current ele-

mentary and secondary textbooks, and teaching guides, pre K-12 educational software, children's books including both fiction and non-fiction, curriculum guides (Kraus Curriculum Development Library), instructional aids, math and science manipulatives, educational and psychological tests, and video and audiotapes.

### Art and Performance

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

Many events are 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 **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. The **Boston College Chorale** and the **Boston College Symphony** are also available.

### 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

The Center for Child, Family, and Community Partnerships is an "outreach scholarship" program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the participants is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations.

#### Center for Corporate Citizenship

The Center for Corporate Citizenship provides leadership in establishing corporate citizenship as a business essential, so all companies act as economic and social assets to the communities they impact by integrating social interests with other core business objectives. Through its research, executive education, consultation and convenings on issues of corporate citizenship, the Center is the leading organization helping corporations define their role in the community.

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

Contact The Center for Corporate Citizenship at 617-552-4545, <http://www.bc.edu/corporatecitizenship>, or [ccc@bc.edu](mailto:ccc@bc.edu).

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

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the 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 the Directors, Cynthia Simmons (Slavic and Eastern Languages, Lyons 210) and Roberta Manning (History, Carney 165).

### **Center for Ignatian Spirituality**

The Center for Ignatian Spirituality is a University operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic; sponsors retreats and reflection opportunities for faculty and staff; and has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, please visit us at Rahnner House, 96 College Road, or call 617-552-1777, or visit <http://www.bc.edu/igspirit>.

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

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

Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

More information on the Center for International Higher Education can be found at [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 Connell School of Nursing, the Boston College community, and the greater Boston nursing and health care community. Three interrelated but separate goals support the purpose of the CNR: (1) to strengthen the research productivity of faculty in the Connell School of Nursing, (2) to increase intradisciplinary and interdisciplinary research and scholarship, and (3) to communicate research findings to facilitate research utilization in nursing practice and in educational settings. The Center serves as a repository for the Cathy J. Malek Research Collection as well as books and other materials related to quantitative and qualitative research methods, data analysis, grant-seeking and grant-writing.

### **Center for Retirement Research**

The Center for Retirement Research at Boston College was established through a 5-year \$5.25 million grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, and the National Academy of Social Insurance. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology and social work.

Since its creation, the Center has established itself as a dynamic research enterprise with a growing national reputation. The Center showcases its work through an array of publications, conferences, and special events. Publications include issue briefs designed for a general audience, as well as more technical papers for the research community. The Center's events include debates in Boston's financial district that are targeted to a business audience and an annual conference in Washington, D.C. that is co-sponsored with a parallel center at the University of Michigan.

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

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

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

Among the projects conducted under the auspices of CSTEETP is the National Board on Educational Testing and Public Policy. Its web address is <http://nbetpp.bc.edu/>.

CSTEETP has been joined by the Learning Communities Research Group, which specializes in research on technology in education. Its web address is <http://learning.bc.edu>.

Further information on CSTEETP is available at <http://www.csteetp.bc.edu>

### **Center for Work and Family**

The Boston College Center for Work and Family is a research center of the Carroll School of Management. The Center is committed to enhancing the quality of life of today's workforce by providing leadership for the integration of work and life, an essential for

business and community success. Our vision is that companies and communities will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's initiatives fall into three broad categories: research, workplace partnerships, and professional development.

- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and relate to practitioners.
- **Workplace Partnerships:** The Center is home to two highly successful employer partnerships: the Work & Family Roundtable, established in 1990, and the New England Work Family Association, established in 1992.
- **Professional Development:** Since 1998, the Center has been working collaboratively with the Alliance of Work/Life Professionals in an effort to define what it means to be a work/life professional. At the current time, four courses have been developed and are being taught by experienced work/life professionals.

### International Study Center

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

“TIMSS-1999 Benchmarking: A Bridge to School Improvement” was the first study comparing students achievement in math and science at the 8th grade level among 13 states, 14 school districts and consortia, and 37 countries. The study was released in 2001 at a Washington, D.C., press conference. U.S. Secretary of Education Rod Paige and Rita Colwell, Director of the National Science Foundation, were among those participating in the press conference and praising the study.

PIRLS is the latest international assessment being conducted by the International Study Center. Approximately 40 countries are participating in this study, which measures reading literacy achievement of fourth-grade students (ages 9 and 10) and gathers information about home and school factors associated with learning to read.

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

### Institute of Medieval Philosophy and Theology

See description in the Theology Department.

### Institute for Scientific Research

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

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

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

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

### Irish Institute

The Irish Institute at Boston College, a division of the Center for Irish Programs, was established by the University in 1992 and utilizes cross-campus resources to create and provide programs in areas such as business, government and education. We believe that this mission—and the personal, educational, and corporate exchanges it facilitates—serves to promote a more lasting peace on the island of Ireland and can provide models for the delivery of good government that can be applied to many regions around the world.

In recent years, the Institute has applied its programming models, and expertise with the problems confronting divided societies, to embrace participants from the Middle East and North Africa. In Ireland, the Institute, together with Irish Studies and the Burns Library, shares office space in the Center for Irish Programs' new facility at 42 Stephens Green, Dublin. This four-story facility is run by, and for, the Center for Irish Programs at Boston College, the office which coordinates and oversees all Boston College Irish initiatives in both Boston and Ireland. The Institute hosts an extensive series of international lectures and special events. In late 2001, the Institute received a fifth federal grant, as a result of a congressional appropriation, and is very pleased with this continued recognition of its work in Europe and throughout the world. 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, Ulster University and the Boston College community.

Since 1998, the Irish Institute has been based 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 or visit its web site at <http://www.bc.edu/irishinstitute>.

### 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.

### Lonergan Center

See description in the Theology Department.

### **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.

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

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

### **Small Business Development Center**

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

The Massachusetts Small Business Development Center is a partnership of the US Small Business Administration, the Massachusetts Executive Office of Economic Affairs and Boston College through the University of Massachusetts/Amherst under a consortium agreement.

### **Social Welfare Research Institute**

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

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

Over the past sixteen years SWRI has received generous support from the T. B. Murphy Foundation Charitable Trust, which

funded SWRI's ground-breaking Study on Wealth and Philanthropy in the 1980s; from the Indiana University Center on Philanthropy; the W. K. Kellogg Foundation; and the Lilly Endowment, Inc.

Research papers and further information can be found at <http://www.bc.edu/swri>

### **Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. Located 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 twelve-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 overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been cheated educationally. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358.

### **Options Through Education Program**

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in 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.

### **Athletic Association**

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

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

### **Career Center**

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students 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 14 universities nationwide, the Boston College Internship Program lists on-line internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least 2 or 3 internships before they graduate.

Students are also encouraged to conduct informational interviews with BC alumni. The Career Network contains 8,000+ alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through computers at the Career Center, or via the Career Center's home page.

The Career Resource Library offers 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, 617-552-3430, or on the web at <http://careercenter.bc.edu>.

### **Office of Campus Ministry**

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

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

The Office of the Dean for Student Development 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, international student services, and the Global Proficiency Program. 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 seven dining areas: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons, Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, the Lower Campus Dining Facility, and the Walsh Hall Dining Room. In addition students can use their Meal Plan in the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2002-03 is \$1,825.00 per semester or \$3,650.00 per year.

Optional meal plans are available to all other students living in on- or 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.

### **Office of Services for Students with Disabilities**

Boston College complies with federal regulations prohibiting discrimination on the basis of disability. Students with disabilities 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 the Office of Services for Students with Disabilities.

For more information regarding services for students with physical disabilities, contact John Hennessy, Coordinator of Services for Students with Disabilities 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 the Graduate Schools of Arts and Sciences, Education, Nursing, Social Work, and the Carroll Graduate School of Management.

The GSA exists to provide academic support 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.

The GSA Officers, elected each April for a year of service, include a Director and a Finance Director. The GSA Council, which meets monthly, is made up of representatives from all the graduate schools. The GSA Council and staff work together to strengthen the collective voice of graduate students. The GSA is funded by an activity fee charged to every graduate student.

The GSA has an office in the John Courtney Murray, S.J. Graduate Student Center located at 292 Hammond Street, a short walk from middle campus. This Graduate Center which opened its doors in December 1997 offers services to graduate students such as a computer center, kitchen/dining area, cable TV, study rooms and conference rooms.

### **John Courtney Murray, S.J. Graduate Student Center**

The Murray Graduate Center has been established to serve the needs of Boston College's graduate students. It is staffed by the Associate Dean for Graduate Student Life, an Administrative/

Technology Support Assistant, Graduate Student Resident Managers, and work-study staff. During the academic year the Graduate Center is open from 8:00 A.M. to 11:00 P.M., Monday through Friday, 12:00 P.M. to 5:00 P.M., on Saturday and 5:00 P.M. to 11:00 P.M. on Sunday.

The Mission of the Murray Graduate Center is as follows:

- To build community among graduate students, faculty, and administration by providing a center that offers opportunities to gather for discussion, reflection, presentations, meals, and social functions.
- To function as a center of information by responding to individual and group questions regarding resources such as health services, career services, retreats and programs in spirituality, etc., available at the University.
- To serve as a coordinating center for graduate student groups such as the Graduate Student Association, the Graduate International Student Association, and the Graduate AHANA Student Association.
- To be the home of the Graduate Center website located at <http://www.bc.edu/gsc>. Website capabilities include reserving space for graduate events, which is updated monthly, graduate links, off-campus and on-campus graduate resources and information.

**University Health Services**

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners and on-site specialty consultants. The 24 hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Center is closed and can be reached at 617-552-3227.

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

Membership in the University Health Services is optional for graduate students and is available through payment of the Health/Infirmiry 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/Infirmiry 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, first floor, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed website at [http://www.bc.edu/health\\_services](http://www.bc.edu/health_services).

**Immunization**

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

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

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years.
- 2 Measles Immunizations: Dose 1 must be after the first birthday. Dose 2 must be at least one month after the first dose.
- 1 Mumps Immunization: Immunized with vaccine after the first birthday.
- 1 Rubella Immunization: Immunized with vaccine after the first birthday.

Effective September 2001 all full-time freshmen must show proof of receiving 3 doses of the hepatitis B vaccine.

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$50.00 will be charged to your student account.

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

**University Counseling Services (UCS)**

University Counseling Services (UCS) provides counseling and other psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. 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.

**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 Office of Student Services, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish

to inspect. The University official 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, local, and electronic mail addresses, telephone number, date and place of birth, photograph, major field of study, enrollment status, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information.

Electronic 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 infor-

mation including verification of enrollment, or of suppressing selected directory information either to the Boston College community or to the general public. In order to do this, students must enter Agora (<http://agora.bc.edu/start>) by the end of their first week of enrollment 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.

### FERPA Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides for rights of privacy in, as well as right to inspect, Educational Records. A full statement of these rights is set out in the Boston College Bulletin. Please note: when a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the student. Parents rights are listed below.

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain non-directory information (grades, GPA, etc.) only at the discretion of the institution AND after it has been determined that their child is legally their dependent.
- Parents may also obtain non-directory information by obtaining a signed consent from their child.

### Enrollment Statistics and Graduation Rate

During the fall of 2001, Boston College enrolled 9,000 undergraduates, 797 College of Advancing Studies students, and 4,510 graduates students.

Of the freshmen who first enrolled at Boston College in the fall of 1994, eighty-six percent had completed their degree by 2000 and four percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is 90 percent. Of the graduates, 95 percent earned their degrees within four years.

### NOTICE OF INFORMATION DISCLOSURES

In compliance with the Higher Education Amendments of 1998, Boston College makes available the following information that is required to be disclosed under Subpart D of Part 668 of Title 34 of the Code of Federal Regulations (Institutional and Financial Assistance Information for Students) and under Section 99.7 of the Family Educational Rights and Privacy Act. Included below are instructions on how to obtain the information.

*The following information is available to any enrolled student or prospective student, upon request:*

- **Financial assistance information**, including a description of the following: the federal, state, local, private, and institutional student financial assistance programs available to students who enroll at the University; application forms and procedures; eligibility requirements; criteria for selection; criteria for determining the amount of the award; satisfactory academic progress standards; methods of disbursement; loan terms; conditions and terms for employment provided as part of a student's financial assistance package; and conditions for deferral of federal loan repayments for volunteer service.
- **Institutional information**, including the cost of attendance; refund policies; requirements and procedures for officially withdrawing from the University; requirements for the return of Title IV assistance; academic program, faculty, and facilities; accreditation and licensure; special facilities and services for students with disabilities; and a statement that a student's enrollment in a study abroad program approved for credit by the University may be considered enrollment at the University for the purpose of applying for Title IV assistance.

• **Boston College's graduation rates**

Financial assistance, institutional, and graduation rate information is published in this document, the *Boston College Bulletin*. To request a copy of the *Bulletin*, please call the Boston College Office of Student Services at 800-294-0294 or 617-552-3300; send a fax to this office at 617-552-4889; or send your request in writing to Boston College, Office of Student Services, Lyons Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

This information may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentservices>.

*The following information is disseminated by October 1 of each year to enrolled students and current employees, and is available to prospective students and prospective employees upon request:*

Boston College's **annual security report, the Campus Safety and Security Program**, contains statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, Safety Notification Procedure, Campus Law Enforcement, and Campus Sexual Assault Program; information regarding the available educational programs that address campus security procedures and practices, and crime prevention; information regarding drug and alcohol policies, and other matters.

*The following information is available to enrolled students, prospective students, and the public upon request:*

A report of **athletic program participation rates and financial support data**. This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your request in writing to Boston College, Office of the Financial Vice President and Treasurer, More Hall 200, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

Enrolled students are notified each year of their rights, and the procedures for the inspection, correction, and disclosure of information in student records, under the Family Educational Rights and Privacy Act. This information is published in this document, the *Boston College Bulletin*, and may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentservices>.

**NOTICE OF NON-DISCRIMINATION**

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

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

Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its

responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 314, 617-552-2947. In addition, any person who believes that an act of discrimination based on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

**RESIDENCE ACCOMMODATIONS**

Boston College offers several different types of undergraduate student housing in three different 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 approximately 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. Approximately 384 upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries and a weight room. Subscription to the University Meal Plan is optional.

*Modular Apartment Complex:* The Modular Complex consists of 80 duplex townhouse apartments and houses approximately 470 students. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses 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 800 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:* Located on the Lower Campus, this upperclassman facility houses approximately 150 students in predominantly single accommodations. Each room is fully furnished and additional lounge areas are provided. The building also houses the Multi Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory.

*Vanderslice and 90 St. Thomas More Drive:* These suite-style residence halls, completed in the fall of 1993, consists of six, seven,



eight and nine 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, cardiovascular 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 two, three and four person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, and shades. These twelve buildings house approximately 1,700 total freshmen and sophomore students. All Upper Campus residents are required to subscribe to the University Meal Plan.

**Newton Campus**

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 850 students. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a 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 Mosaic Multi-Cultural floor*, open to students of all ethnic and racial backgrounds, will give residents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

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

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

*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 on the Residential Life website.

**TUITION AND FEES**

Tuition and fees for undergraduates are due by August 10 for first semester and by December 13 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses 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 25, 2002, for first semester and April 1, 2003, 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 13 for the spring. Payment is due on September 13 and January 15 respectively. All students should be registered by August 15 for the fall and December 13 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 13.

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

**Undergraduate Tuition**

- First semester tuition and fees are due by August 10, 2002.
- Tuition first semester—\$12,715.00
- Second semester tuition and fees are due by December 13, 2002.
- Tuition second semester—\$12,715.00

**Undergraduate General Fees\***

Application Fee (not refundable):.....	55.00
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:.....	332.00
Identification Card (required for all new students):.....	20.00

Late Payment Fee: .....	100.00
Freshman Orientation Fee (mandatory for all freshman):...	295.00

**Undergraduate Special Fees\***

Extra Course—per semester hour credit: .....	848.00
Laboratory Fee—per semester: .....	135.00-485.00
Mass. Medical Insurance: .....	580.00 per year (240.00 first semester, 340.00 second semester)
Nursing Laboratory Fee: .....	180.00-190.00
NCLEX Assessment Test: .....	35.00
Exemption Examination: .....	30.00-60.00
Special Students—per semester hour credit: .....	848.00
Student Activity Fee: .....	100.00 per year (\$50.00 per semester)

**Resident Student Expenses**

Board—per semester: .....	1,825.00
Room Fee (includes Mail Service) per semester (varies depending on room): .....	2,670.00-3,585.00
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. No refunds will be made to incoming students who withdraw after July 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of Residential Life.

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

**Graduate Tuition**

**Graduate School of Arts and Sciences\*\***

Tuition per semester hour: .....	774.00
Auditor's fee***—per semester hour: .....	387.00

**Lynch School of Education, Connell Graduate School of Nursing and the Institute of Religious Education and Pastoral Ministry\*\***

Tuition per semester hour: .....	760.00
Auditor's fee***—per semester hour: .....	380.00

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

Tuition per semester hour: .....	874.00
Auditor's fee***—per semester hour: .....	437.00

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

Tuition (full-time): .....	22,240.00
Tuition per semester hour, M.S.W.: .....	608.00
Tuition per semester hour, D.S.W.: .....	700.00

**Law School\*\***

Tuition: .....	28,440.00
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\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

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

**Graduate General Fees\***

**Acceptance Deposit**

Graduate Education: .....	200.00
Graduate Nursing: .....	200.00
CGSOM—part-time: .....	200.00
CGSOM—full-time: .....	400.00

Law School***: .....	200.00
Social Work: .....	200.00

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

**Activity fee—per semester\*\*\* (Grad A&S, LSOE, CGSON, GSSW)**

7 credits or more per semester: .....	25.00
fewer than 7 credits per semester: .....	15.00

**Activity fee—per semester\*\*\* (Grad SOM)**

7 credits or more per semester: .....	50.00
fewer than 7 credits per semester: .....	25.00

**Application fee (non-refundable)**

Grad Arts & Sciences: .....	50.00
LSOE, GSSW, CGSON: .....	40.00
CGSOM: .....	45.00
Law School: .....	65.00

**Doctoral Comprehensive fee (per semester)**

Grad Arts & Sciences: .....	774.00
CGSON and LSOE: .....	760.00
CGSOM: .....	874.00
GSSW: .....	700.00

**Continuation fee (per semester—Ph.D.) Cand.**

Grad Arts & Sciences: .....	774.00
CGSON and LSOE: .....	760.00
CGSOM: .....	874.00
GSSW: .....	700.00

**Master's Thesis Direction (per semester)**

Grad Arts & Sciences: .....	774.00
CGSON and LGSOE: .....	760.00

**Interim Study: .....**

30.00
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**Laboratory fee (per semester): .....**

190.00-485.00
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**Late Payment fee: .....**

100.00
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**Mass. Medical Insurance (per year): .....**

580.00
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(240.00 first semester; 340.00 second semester)

**Microfilm and Binding**

Doctoral Dissertation: .....	100.00
Master's thesis: .....	80.00

Copyright fee (optional): .....

35.00
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**Nursing Laboratory fee: .....**

190.00
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**Registration fee (per semester, non-refundable): .....**

15.00
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**Student Identification Card (mandatory for all new students):**

20.00
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\*Fees are proposed and subject to change.

\*\*\*Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

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

**Massachusetts Medical Insurance**

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in the Schools of Social Work, Management, and Advancing Studies who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate 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 <http://www.bc.edu/studentsservices>. The waiver must be completed and submitted by October 4, 2002, for the fall semester and by February 7, 2003, 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, at Walter W. Sussenguth and Associates, or on the web at <http://www.bc.edu/studentsservices>. The coverage becomes effective upon receipt of the application and payment by the insurer if received after the due dates above.

Please note: All doctoral students as well as international students at Boston College will automatically be charged for the Boston College Medical Insurance unless a waiver is submitted showing comparable insurance.

International students must contact the Intercultural Office to obtain a waiver.

### 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 \$848.00 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 Aug. 30, 2002: 100% of tuition charged is cancelled
- by Sept. 13, 2002: 80% of tuition charged is cancelled
- by Sept. 20, 2002: 60% of tuition charged is cancelled
- by Sept. 27, 2002: 40% of tuition charged is cancelled
- by Oct. 4, 2002: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 10, 2003: 100% of tuition charged is cancelled
  - by Jan. 24, 2003: 80% of tuition charged is cancelled
  - by Jan. 31, 2003: 60% of tuition charged is cancelled
  - by Feb. 7, 2003: 40% of tuition charged is cancelled
  - by Feb. 14, 2003: 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, 2002: 100% of tuition charged is cancelled
- by Sept. 13, 2002: 80% of tuition charged is cancelled
- by Sept. 20, 2002: 60% of tuition charged is cancelled
- by Sept. 27, 2002: 40% of tuition charged is cancelled
- by Oct. 4, 2002: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 17, 2003: 100% of tuition charged is cancelled
  - by Jan. 24, 2003: 80% of tuition charged is cancelled
  - by Jan. 31, 2003: 60% of tuition charged is cancelled
  - by Feb. 7, 2003: 40% of tuition charged is cancelled
  - by Feb. 14, 2003: 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 23, 2002: 100% of tuition charged is cancelled
- by Sept. 6, 2002: 80% of tuition charged is cancelled
- by Sept. 13, 2002: 60% of tuition charged is cancelled
- by Sept. 20, 2002: 40% of tuition charged is cancelled
- by Sept. 27, 2002: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 3, 2003: 100% of tuition charged is cancelled
- by Jan. 17, 2003: 80% of tuition charged is cancelled
- by Jan. 24, 2003: 60% of tuition charged is cancelled
- by Jan. 31, 2003: 40% of tuition charged is cancelled
- by Feb. 7, 2003: 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 Clearinghouse**

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

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons 103. Contact the Clearinghouse at 703-742-7791 with questions.

# The University: Policies and Procedures

## UNDERGRADUATE ADMISSION

### Admission Information

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

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

### Admission from Secondary School

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

### Standardized Testing

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

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

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

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

### Application Procedures

#### Regular Freshman Admission

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$55 application fee no later than January 2. Both applications are available in the Undergraduate Admission Bulletin or on the Internet. 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. Early Action at Boston College is significantly more selective than Regular Decision. This would necessitate submitting the completed Boston College Supplemental Application and Common Application no later than 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

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.5-3.7 cumulative grade point average. In 2000, the average cumulative grade point average for admitted transfer students was 3.65. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

All candidates for admission-in-transfer should complete the Common Application, all Boston College supplemental application forms, and submit the \$55 application fee. All portions of the Transfer Application can be found in the Transfer Undergraduate Bulletin or on the Internet. Please note that a Boston College Dean's Certification Form must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295 or from BC's web site.

Transfer students must also submit the following: an official high school transcript, official reports of standardized test scores and official transcript(s) of all courses taken at other colleges and universities. Transcripts must be sent directly to Boston College by the sending institution. Transcripts issued to students will not be accepted. Fall candidates will be notified of action taken on their applications between April 15 and June 1. Spring candidates will be notified between November 30 and December 25.

### Transfer of Credit

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

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

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

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

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

### Date of Graduation

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is 5 courses per semester (4 for seniors). Thus, students are expected to have completed 10 courses at the end of one year, 20 at the end of two years, etc. In determining a transfer student's date of graduation, leeway of 2 courses is allowed without loss of status. For example, students completing 8 to 10 transferable courses are accepted as first semester sophomores.

Students may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the nor-

mal academic program is 8 courses per year rather than 10, and who experience a loss of one semester in their status. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred by non-transferable courses may not be regained.

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

### **Residency Requirements**

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

### **Special Students**

Only those persons who wish to be enrolled as full-time day students 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 Connell School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact the Dean of the 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:* Qualifying A.P. scores help students to place out of Core requirements, but students are not granted course credit. However, if a student earns a minimum of 18 A.P. units, he/she may be eligible for Advanced Standing and graduate early. Students wishing to pursue the option should be in touch with their deans at the end of their first semester at Boston College.

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

*Natural Science:* Students receiving a 4 or 5 on the A.P. exams in Biology, Chemistry or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement.

*Social Science:* Students receiving a 4 or 5 on the A.P. exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have

received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science. Qualifying scores on the Psychology A.P. exam do not fulfill any Core requirements at BC.

*Mathematics:* Students receiving a score of 4 or 5 on the AB Calculus exam, or a 3 or more on the BC Calculus exam, are considered to have fulfilled the Core requirement in mathematics. Students entering CSOM who have received a score of 4 or 5 on the A.P. Statistics exam are considered to have fulfilled the CSOM Statistics requirement.

*Arts:* 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.

*Computer Science:* The A.P. exam in Computer Science does not fulfill Core requirements, however, elective equivalency will be earned with scores of 4 or 5.

*Psychology Majors:* A score of 4 or 5 on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

*Arts and Sciences and CSOM Foreign Language Proficiency Requirement:* Students receiving a score of 3 or better on the A.P. French, German, or Spanish exam (4 or 5 on the A.P. Latin or A.P. Greek exams) or a score of 500 or better on the SAT II foreign language exam (600 or better in Latin or Greek) have fulfilled the language proficiency requirement.

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

All students must complete a minimum of 9 Core courses at Boston College. Thirty-eight (38) courses will still be required for graduation unless exempted by a dean. Should a student earn the equivalent of 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.

### **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 United States applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native

language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. A minimum score of 600 on the paper-based test, or 250 on the computer-based test is recommended. Students applying from British systems who are enrolled in an "A" level program will be considered. Applications received from students who have only completed the "O" levels will not be accepted.

### International Baccalaureate (IB) Credit

Students with Higher Level passing scores of 6 or 7 earn six credits (2 courses) in Boston College's curriculum. Students who have taken both A.P. and I.B. examinations do not receive credit/placement for both. Students who earn credit for I.B. examination scores do not also fulfill Core requirements through A.P. examination scores.

### 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 Income 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

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

##### Graduate:

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

The 2002-2003 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.

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.

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

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a Federal Stafford Loan each year. Students are also expected to work on a limited basis (10-20 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. There has also been a change to federal policy with regard to the Withdrawal/Refund Process. Students receiving Federal Title IV Funds are subject to the following Withdrawal/Refund Process. The University and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV grant funds. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

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

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the

length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a work-study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

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

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

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

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

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

Once the academic year begins, FYE has organized programs aimed at continuing support for first-year students as they negotiate the beginning of their college career. 48HOURS is a retreat program open to all first-year students who are interested in finding ways to take advantage of BC's intellectual, social and spiritual resources. On this two-day retreat, participants will hear senior student leaders speak personally and openly about their own college experiences, focusing particularly on their first-year ups and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures and friends and relationships.

The Courage to Know: Exploring the Intellectual, Social and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar that introduces first-year students to college life. The professor and senior student mentors will formulate stimulating questions and encourage the response and opinions of the students in an honest and trusting environment. Assignments include examining various types of literature and media, including films, textbooks, and fictional writing.

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

### SPECIAL PROGRAMS

#### *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 Partnerships and Programs*

Each year more than 700 hundred students spend either all or part of the year studying abroad. Boston College administers programs in Australia, Belgium, Brazil, Canada, the Caribbean, Chile, China, Cuba, Denmark, Ecuador, England, France, Germany, 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 Partnerships and Programs.

#### **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.*

##### *Murdoch University*

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

##### *Notre Dame University*

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

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

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

#### **Brazil**

##### *Pontifical Catholic University of Rio de Janeiro*

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

**Canada**

*Queen's University*

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

**Chile**

*Catholic University of Chile*

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

**China**

*Hong Kong University of Science and Technology*

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

*Pacific Asia Conference*

Hosted by Hong Kong University of Science and Technology. International forum on evolving telecommunications issues.

*Peking University*

Semester or full-year program at China's most prestigious university. Offerings in Chinese language and culture, history, politics, and international business. *Undergraduate and graduate.*

*East China Normal University*

Semester or full-year program with courses in history, politics, culture, and international business. *Undergraduate or graduate.*

*Jesuit Universities China Program*

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

**Denmark**

*Copenhagen University*

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

**El Salvador**

*Casa de la Solidaridad*

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

**England**

*Advanced Studies in England*

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

*King's College*

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

*Lancaster University*

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

*London School of Economics*

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

*Oxford University*

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

*Queen Mary*

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

*University College London*

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

*Royal Holloway*

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

**France**

*The Bordeaux School of Business*

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

*The University of Paris*

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

*Political Science Institute (Sciences Po)*

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

*Institut Catholique*

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

*Institute of Management and Business Administration Paris (IMBAP)*

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

*Critical/Contemporary French Studies Paris*

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

*BC in Paris*

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

*University of Strasbourg*

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

**Germany**

*Dresden University*

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

*Eichstatt Catholic University*

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

*Stuttgart/Heidelberg*

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

**Greece**

*University of Athens*

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

### *University of Thessaloniki*

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

### **Ireland**

#### *Queen's University Belfast*

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

#### *University of Ulster*

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

#### *University College Cork*

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

#### *Trinity College Dublin*

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

#### *University College Dublin*

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

#### *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*

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

### **Israel**

#### *Hebrew University*

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

### **Italy**

#### *Intercollegiate Center for Classical Studies*

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

#### *University of Parma*

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

### **Japan**

#### *Sophia University Tokyo*

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

### **Korea**

#### *Sogang University Seoul*

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

### **Mexico**

#### *Iberoamericana University*

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

### **Morocco**

#### *Al Akhawayn University*

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

### **The Netherlands**

#### *University of Amsterdam*

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

#### *Katholieke Universiteit Nijmegen*

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

#### *Leiden University*

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

### **Norway**

#### *University of Bergen*

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

### **The Philippines**

#### *Anteono de Manila University*

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

### **Poland**

#### *Jagiellonian University*

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

### **Russia**

#### *BC Study Programs in Sankt-Peterburg*

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

### **Scotland**

#### *University of Glasgow*

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

### **South Africa**

#### *Rhodes University*

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

### **Spain**

#### *Autonoma University*

Spring semester or full-year program in Madrid offering science, humanities, and social sciences. *Undergraduate and graduate.*

#### *Complutense University*

Semester or full-year program in the oldest public university of Madrid offering all disciplines. *Undergraduate or graduate.*

#### *Universidad Carlos III*

Semester or full-year program in Madrid's newest public university. Course offerings across the disciplines. *Undergraduate and graduate.*

#### *Madrid Business Program: Universidad Pontificia Comillas*

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

#### *Universidad Pompeu Fabra*

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

#### *ESADE*

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

#### *Universidad de Deusto*

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

### **Sweden**

#### *Uppsala University*

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

## Summer Programs

### Costa Rica

#### *Monteverde Institute*

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

### France

#### *Strasbourg Summer Institutes*

Short, non-credit program introduces students to European institutions, politics, and policies.

#### *French Language Program in Paris*

Four-week summer program designed for students with an intermediary level in French with the aim of enabling students to fulfill their foreign language requirement.

### Greece

#### *Tracing the Paths of Ancient and Modern Athens*

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

### Ireland

#### *Abbey Theatre Program*

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

### Italy

#### *Florence Summer Program*

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

#### *Parma Language Program*

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

#### *Myth and History in the Roman World*

Three-week program in Rome and the Bay of Naples providing an in-depth view of the mythology and history of the Roman World.

### Russia

#### *Russian Language and Culture Program*

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

### Spain

#### *Madrid Naturalmente: Spanish Language and Culture Program*

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

## Other Opportunities

### M.B.A. Summer Experience

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

### Overseas Teaching Program

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

### Presidential Scholars European Program

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

### Volunteer Programs

Short-term volunteer opportunities are available during vacation periods in Belize, Jamaica, Mexico and Nicaragua. *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 Associate Dean Carol Hurd Green, Office of the Dean, College of Arts and Sciences and the Center for International Partnerships and Programs.

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

### FACHEX (Faculty and Staff Children Exchange)

#### Program

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

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. After conferring with the Benefits Office, parents and students should visit Boston College's FACHEX website ([www.bc.edu/fachex](http://www.bc.edu/fachex)) for information about participating colleges and universities, and for details on how to apply for FACHEX at these institutions.

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

## Pre-Professional Programs

### Prelegal Program

Boston College offers prelegal 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 prelaw association) and the Boston College Career Center present a series of panels each year on different aspects of the legal profession and the law school admission process. 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 registering on-line or at Student Services for the prelaw program. For further information, contact the Chairperson of the Prelaw Advisory Board, Dean Joseph Burns, Gasson 106, 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 ground-

ed 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 BC.

An increasing number of students at BC (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) and its associated lab (BI 210-211) are the biology courses that non-science majors should take to fulfill health professions school requirements. 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 210-211)
- General Chemistry (CH 109-110)\*\*
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101) or, if supported by A.P. exam or Mathematics Department recommendation, Calculus/Biostatistics (MT 101 & BI 230)
- English Core Requirement
- Electives/Core Courses

#### Sophomore Year

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

#### Junior Year

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

\* General Chemistry (CH 109-110) or its equivalent is a prerequisite 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.

\*\*\* Organic Chemistry (CH 231-232) or Honors Organic Chemistry (CH 241-242) with CH 233-234 Organic Chemistry Laboratory.

\*\*\* 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) or if supported by A.P. exam or Mathematics Department recommendation, Calculus/Biostatistics (MT 101 & BI 230) 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 their 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 210-211 (General Biology Lab) is not required for Biology and Biochemistry majors.

**Chemistry Majors**

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/pre dental/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 210-211) 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/pre dental/preveterinary requirements. As a student plans his/her major, he/she should be sure that (at the very least) the chosen program includes the required premedical/pre dental/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/pre dental/preveterinary requirements may or may not coincide with the requirements of a major, so if you are considering taking advantage of Advanced Placement, check with the Premedical Office and your proposed major department. Also, 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**

Incoming freshmen who wish to register for the Premedical, Pre dental, or Preveterinary Program, should fill out the appropriate forms at orientation. A very important orientation meeting will be held during the first week of classes for all incoming students interested in the program. At this meeting, Freshman Advising Packets will be distributed.

Any sophomores, juniors, or seniors who are interested in the Premedical, Pre dental, or Preveterinary Program should stop by the Premedical Office to register and pick up an Advising Packet.

Dr. Robert Wolff is the Director of the Premedical/Pre dental Program, and Laura Coughlan is the Assistant Director. Both can be

reached by calling 617-552-4663, or via email at [premed@bc.edu](mailto:premed@bc.edu). Additionally, detailed Premedical Advising Packets are available in the Premedical Office.

**PULSE Program**

See full description in the Philosophy Department.

**Presidential Scholars Program**

The Presidential Scholars Program is a University-wide, four-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately fifteen incoming freshmen are chosen each year from the top 1-2% of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the university walls.

In addition to enrollment in one of the University's several honors programs, Scholars are introduced through an Evening Speaker series during the academic year to leaders from a wide variety of fields including the arts, business, education, government, law, medicine and social service who share their experiences and insights on important issues facing contemporary society. These speakers serve as sources of information on educational and career possibilities; as role models for creating and balancing meaningful work, family and community involvement; and as potential mentors. A complementary series of workshops ("*Leadership 101*") offers advice and training in practical skills to help Scholars realize their personal and professional goals, including time management, resume development, interviewing skills, fellowship application, stress reduction, and others.

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

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

**University Capstone Courses**

The University Capstone Program helps students to "cap off" their BC experience by a review of their BC education and by a preview of their major life commitments after college. Capstone offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality. Capstone seminars are taught by 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 \$250-400 per school month stipend depending on year in school. Freshmen and Sophomores can compete for two and three-year scholarships, some

of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any majors. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development D. Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

### ***Army Reserve Officers Training Program***

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

### **Scholarship and Financial Support:**

Some four-year and a limited number of two- and three-year ROTC scholarships are available for interested, qualified, selected students. A limited number of three- and four-year scholarships are available strictly for students in the Connell School of Nursing through the Partnership in Nursing Education program (617-552-4274). Advanced Course and scholarship students receive stipends of between \$250-400 per school month, depending on the year in school. Scholarship students receive 100% tuition payment and \$600 annually for fees, books, supplies and equipment. Boston College also awards additional incentives for ROTC scholarship students. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25), 617-552-3230, or refer questions to the Office for Student Development, Associate Dean D. Michael Ryan, 617-552-3470.

### ***Navy Reserve Officer Training***

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three- and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, but no room and board, with a \$250-400 per school month stipend depending on year in school). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development, Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

### ***Marine Corps Platoon Leaders' Class***

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores and juniors. No formal classes or training takes place during the academic year.

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

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

### **Standards**

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

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

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

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

### **Other breaches of academic integrity include:**

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

- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

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

### **Promoting Academic Integrity: Roles of Community Members**

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

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

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

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

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

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

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

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

Faculty should promote academic integrity in the following specific ways.

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to

ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

#### **Academic Deans**

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

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

#### **Procedures**

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

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and impose a penalty deemed appropriate to the offense, or refer the matter to the student's associate dean. Penalties may include resubmission of the work, a grade of 0 for the work submitted, failure in the specific course component, or failure in the course.

In all cases where a 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 student's associate dean.

On receipt of such a notification the associate dean will notify the student of the allegation and the penalty, and will retain a record of the incident in a confidential file in the Dean's office.

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

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.



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

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 may include university probation, suspension, or permanent expulsion. The files of only those cases that result in one of these three penalties will become part of a student's academic record and only such offenses will be reportable to graduate and professional schools. Cases in which the student is deemed responsible for the offense but in which the penalty is less than academic probation, suspension, or expulsion are kept in a confidential file in the Dean's office until the student graduates.

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

### ACADEMIC REGULATIONS

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

#### Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate/Graduate department or his/her Associate Dean to discuss the situation and to obtain information about relevant grievance procedures.

#### Academic Record

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record.

No cumulative average is maintained for students in the Graduate School of Arts and Sciences.

Note: Graduate students in the Lynch School of Education and the Connell School of Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

#### Acceleration—Undergraduate

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, full-time undergraduate students may apply to the Associate Dean 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:

- Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by an Associate Dean.
- Overload courses taken for acceleration will carry an extra

tuition charge. This includes a fifth course taken during senior year. No additional fee will be assessed for extra courses taken for enrichment purposes only.

- Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.
- A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. Students may not accelerate the date of graduation stated in the admission offer. Exceptions may be granted by academic deans for students who have attended only one school prior to Boston College and have lost status because of differences in academic systems. Any loss of status incurred or worsened by poor grades or withdrawals may not be regained.

### Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

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

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

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

#### Absences for Religious Reasons

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

### Audits

#### Undergraduate

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

#### Graduate

Students in the Graduate School of Arts and Sciences and the Connell Graduate School of Nursing may register for an audit online. Lynch School of Education, Carroll Graduate School of Management, Law School, and Graduate School of Social Work stu-

dents must consult the Associate Dean's Office before they can audit a course. Graduate College of Advancing Studies students may not audit courses.

After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must go to the Associate Dean's Office and complete a Graduate Course Exception form. Students in the Graduate School of Social Work may not change a course from credit to audit or audit to credit.

### **Candidacy: Doctoral**

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

### **Comprehensive Examination: Doctoral**

Doctoral students, with the exception of students in Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in Graduate School of Social Work are required to complete qualifying examinations. Student eligibility for taking the doctoral comprehensive or qualifying examination is determined by the department. Students should consult with their department about the nature of this examination and the time of administration.

Departments use the following grading scale to record comprehensive examinations: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

During the semester in which students take the comprehensive examinations, they should register for Doctoral Comprehensives 998. No course credit is granted for Doctoral Comprehensives registration.

### **Comprehensive Examination: Master's**

Candidates for Master's degrees in Graduate School of Arts and Sciences, Lynch School of Education and Connell Graduate School of Nursing must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and the exact date of examinations should be directed to the Department Chairperson or Graduate Program Director.

The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fees are charged during this period. No credit is granted.

### **Core Curriculum—Undergraduate University Core Requirements**

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

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages
- 1 course in the Arts—Fine Arts, Music, Theatre
- 1 course in Mathematics—For Carroll School of Management

students one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required.

- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for Carroll School of Management), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for Lynch School of Education and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for Lynch School of Education)

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

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

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

### **Cross Registration**

#### *College of Advancing Studies*

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

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

#### *Boston Theological Institute*

Students who want to cross register through the Boston Theological Institute (BTI) should pick up a cross registration petition in Lyons Hall and return it with an authorization by the appropriate date. Students are expected to consult with their advisor or department chairperson before cross registering. Graduate Theology majors may take up to half of their courses through BTI.

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

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

#### *The Consortium*

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

Graduate students, except law students, may cross register for one course each semester at Boston University, Brandeis and Tufts. M.B.A. students are not permitted to register at Brandeis University

and students in the Graduate Finance program are not allowed to cross register at any of the universities. Cross registration materials are available in Lyons Hall.

Law school students may cross register for classes only at Boston University Law School and only if the course they wish to take at BU will not be offered at any time during the current academic year. Students wishing to cross register must see the Director of Academic Services for permission.

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

### Dean's List

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

### Degree Audit

A degree audit is a computer-generated analysis that enables an undergraduate (except for College of Advancing Studies) or law student and his/her advisor to assess the student's academic progress and unfulfilled requirements. The degree audit is a valuable tool for academic planning because it matches the courses that the student has taken with the requirements of his/her degree program or anticipated program. Students receive degree audits each semester prior to registration and have access to actual and simulated degree audits on AGORA. Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

### Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average. Summa cum laude, with Highest Honors, is awarded to the top 4.5% 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 overall cumulative average.

### Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for Doctoral Continuation (999) during each semester of their candidacy. Students in Connell School of Nursing, Lynch School of Education and Graduate School of Social Work register for Doctoral Continuation after completing requirements for two or more semesters of dissertation-related course work.

### Enrollment Status

#### *Undergraduate Full-Time Enrollment Status*

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each semester and four or five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit,

ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate students must be registered for at least four three-credit courses per semester.

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

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

#### *Graduate Full-Time Enrollment Status*

Graduate full-time enrollment is as follows:

- College of Advancing Studies—12 credits
- Graduate Arts and Sciences—9 or more credits
- Connell Graduate Nursing—9 or more credits
- Lynch School of Education—9 or more credits
- Carroll Graduate School of Management—12 or more credits
- Graduate School of Social Work—18 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, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time Student Teaching Practica or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Qualifying Exam (School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, EC 900, EC 901, HS 997, LL 856, LL 858, NU 901, NU 902, SW 939, SW 995, SW 996, and SW 997.

#### *External Courses—Undergraduate*

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

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

#### *Final Examinations*

The final examination schedule for most courses is set before classes begin; it is available to the public and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. No student should make

travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule a departure without so clearing their schedules risk failure in the final examination.

Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services. Students with three final examinations scheduled for the same day are entitled to take a 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.

In the Graduate School of Arts and Sciences, seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses.

### Foreign Language Requirement—Undergraduate

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

In the College of Arts and Sciences and the Carroll School of Management proficiency in French, German, or Spanish may be demonstrated by a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam. A proficiency examination in German is also available through the department. Proficiency in Latin or Greek may be demonstrated by a score of 4 or 5 on the A.P. exam or of 600 or better on the SAT II reading exam. Students wishing to demonstrate proficiency in a language other than those listed above, and those for whom English is not their first language, should consult their class dean. Satisfaction of the requirement through course work requires successful completion of the second semester at the intermediate level or one semester above the intermediate level.

In the Carroll School of Management, language proficiency may also be demonstrated by passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement). Alternately, if a student enters Boston College with three years of a foreign language, he or she may fulfill the requirement by taking one year of a new language or by completing two semesters of an intermediate level language.

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

### College of Advancing Studies

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

### Foreign Language Requirement—Graduate

In the Graduate School of Arts and Sciences each department shall decide the extent and nature of the language requirements for its students. Nursing students in the doctoral program must demonstrate proficiency in at least one language other than English or demonstrate computer literacy through completion of required courses.

### Good Standing

#### Undergraduate

To remain in good standing, a student must maintain a cumulative average of at least 1.667 (1.5 in Management and 1.5 for the first three years in Arts and Sciences) as the minimum standard of

scholarship and must not fall behind the normal load of the equivalent of five courses each semester (or four in senior year) by more than two courses. Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must complete all nursing courses successfully and have a cumulative grade point average of 2.0 or higher in nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals or unapproved underloads, or by being unsafe in the nursing clinical area will result in the student's being placed on probation, or being required to withdraw, as the Academic Standards Committee or the dean shall determine.

Unless the student returns to good standing by the approved methods or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

#### Graduate

In the Graduate School of Arts and Sciences, a student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from school.

In the Connell School of Nursing, students in the Ph.D. program must maintain an average grade of B or better. A grade of C or lower in any course is cause for academic review. Students in the Master's program who enrolled after September 1, 1998 must maintain a grade point average of 3.0. If the GPA falls below 3.0, the student will be on academic review. Students who receive a grade of F in three or more credits or a grade of C in six or more credits will also be placed on academic review. Academic review may result in recommendations that course work be repeated, that the student be placed on academic probation, or that the student be dismissed from the program. Students admitted prior to September 1, 1998 should see the Connell School of Nursing section for requirements.

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable, satisfactory performance in field education. Failure to maintain either of these requirements will result in the student being placed on probation or being required to withdraw.

In the Lynch School Graduate Programs, a student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for dismissal from the Lynch School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Lynch School.

In the Law School, a student must maintain a cumulative average of at least 2.0, measured at the end of each academic year, as well as receive a 2.0 average for each year's work to remain in good academic standing. Students whose grade point averages fall below 2.0 for an academic year are subject to exclusion. In addition, students must receive a passing grade (D or better) in all first year courses as a requirement for graduation.

In the Carroll School of Management, a M.B.A. or M.S. in Finance student must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are auto-

matically dropped from degree candidacy. M.S. in Finance students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance students who receive two or more Fs are automatically dropped from degree candidacy. Doctoral students should review the Ph.D. academic manual for grading procedures.

### Grading

#### Undergraduate

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

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

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

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

A student's cumulative average is comprised of courses taken at Boston College or those courses specifically approved by the associate dean. The cumulative average does not include courses accepted in transfer including courses accepted in transfer from the College of Advancing Studies. Information about a course failed remains on the student's record and 0.0 is still computed into the grade point average even if the course is repeated with a passing grade; the later grade is also computed into the grade point average.

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

#### Graduate

In each graduate course, in which a student is registered for graduate credit, with the exception of those noted below, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Students in the **Law School** may receive grades of C+, C- and D. The grade of A or A- is awarded for exceptional work which demonstrates a superior level of academic accomplishment in the area of study. The grades of B+, B and B- are awarded for good work, which demonstrates achievement of a level of academic accomplishment above that expected of a minimally competent graduate of an accredited American law school. The grades of C+ and C are awarded for competent work, which demonstrates achievement of a level of academic accomplishment expected of a minimally competent graduate of an accredited American law school. The grades of C- and D may be awarded for unsatisfactory work, which does not demonstrate achievement of the minimum level of competence expected of any graduate of an accredited American law school but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

In the **Graduate School of Social Work** doctoral program and in the **Graduate College of Advancing Studies**, graduate credit is granted for courses in which the student receives a grade of A, A-, B+, or B. No degree credit is granted for a course in which a student receives a grade of B- or below.

A pass/fail option is available for a limited number of courses, as stipulated by the School.

#### Grading Scale

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

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

### Incomplete and Deferred Grades

#### Undergraduate/Graduate

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

A J grade is recorded when the grade is deferred. A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.

#### Graduate

The Graduate School of Social Work requires that 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 Chair of the Academic Standards Review Committee. A Graduate School of Social Work student who fails to remove an I within the 30 days or to secure the extension form from the respective faculty member, will receive an F for the course.

A Law School student who receives an Incomplete must arrange with the professor to satisfy the course requirements within one semester. An Incomplete becomes an F if the I is not removed within the stated time.

Except in the Carroll School of Management, students with graduate assistantships may not carry any Incompletes.

### Pass/Fail Electives—Undergraduate

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

No more than one pass/fail course may be taken in any semester. No student may take more than 6 pass/fail courses for credit toward a degree.

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

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

### **Pass/Fail Electives—Graduate**

Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited number of other courses when approved by the Associate Dean's office. A "P" has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Connell Graduate School of Nursing students enroll in NU 901 and NU 902 on a pass/fail basis. Students in the Law School may not take courses pass/fail unless the entire course has been designated a pass/fail course. IREPM students should contact the Institute of Religious Education and Pastoral Ministry. Students in Graduate School of Arts and Sciences, Carroll Graduate School of Management, Graduate College of Advancing Studies and Lynch School of Education may not take courses counting toward the degree pass/fail.

### **Grade Change**

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

### **Graduation**

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

In order to ensure timely clearance, all students who plan to graduate should sign up on-line at <http://agora.bc.edu> by the following dates:

- February 15 for May
- August 15 for August
- November 15 for December

### **Internal Transfers**

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Associate Dean's office of the school to which admission is sought. Students may apply at the end of their freshman year.

Students applying for internal transfer will ordinarily be expected to have a cumulative average of at least 3.0 with no deficiencies. All students must complete at least 3 (4 in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer. Previous enrollment will not satisfy this requirement.

Applications are normally submitted to the Associate Dean before November 30 for spring semester admission and before April 15 for fall semester admission.

### **Leave of Absence—Undergraduate**

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence. The process begins in the Associate Dean's Office and will be extend-

ed for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the Associate Dean.

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

Returning students may elect to apply for admission to the College of Advancing Studies.

### **Leave of Absence—Graduate**

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time. Students may obtain the Leave of Absence Form on-line at <http://www.bc.edu/studentservices> and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean. In the Law School and the Graduate School of Social Work, a student must graduate within four years of matriculation unless this time is extended for good cause by the school's Academic Standards Committee.

Students must file the re-admission form with the Associate Dean's Office at least six weeks prior to the semester in which they expect to reenroll. The appropriate Associate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his/her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

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

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

#### ***Majors***

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

At Boston College, undergraduate majors are available in the following fields: American Heritages (Lynch School of Education), American Studies (College of Advancing Studies), Art History, Biochemistry, Biology, Chemistry, Child in Society (Lynch School of Education), Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (College of Advancing Studies), Early Childhood Education (Lynch School of Education), Elementary Education (Lynch School of Education), Economics, English, Environmental Geosciences, Film Studies, French, Hispanic Studies, Perspectives on Spanish America (Lynch School of Education), Human Development (Lynch School of

Education), Information Technology (College of Advancing Studies), Geology, Geophysics, German Studies, History, International Studies, Italian, Latin, Linguistics, Mathematics, Math/ Computer Science (Lynch School of Education), Music, Nursing (Connell School of Nursing), Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Secondary Education (Lynch School of Education), Slavic Studies, Social Sciences, Sociology, Studio Art, Theatre, and Theology.

An Independent or Interdisciplinary Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. A student may choose more than one major but in each must fulfill the minimum requirements set by the Department and the College.

### ***Minors***

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

Some departments offer a minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar.

Departmental minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, Geology and Geophysics, German, History, Mathematics, Music, Philosophy, Physics, Romance Languages and Literatures, Russian and Theology.

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

Students carrying a double major are advised not to minor.

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

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

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

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

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

Carroll School of Management 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. Full details are available from the Associate Dean's office.

### ***Concentrations***

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

Concentrations, or areas of specialization, are required for students earning degrees from Carroll School of Management and are available to Carroll School of Management students only. Most concentrations require four courses beyond the Core. However, some require five. Students must complete a concentration in one of the

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

#### **Graduate**

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

#### **Overloads**

Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register on-line for the sixth course during the first week of class and must notify the Associate Dean by the sixth week of classes whether they wish to drop the course.

Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by an Associate Dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.

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

#### **Readmission**

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

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

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his/her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence.

#### **Study Abroad—Center for International Programs and Partnerships (CIPP)**

Boston College international programs are open to Boston College undergraduate and graduate students who meet all the requirements for study abroad as outlined by their associate dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.2 or higher and have a clear disciplinary record. Final approval is at the discretion of the CIPP, deans, and the Office of the Dean for Student Development. Many programs have additional requirements and applicants are selected competitively to most. Students should consult the CIPP program pages of the catalog for specific admission information.

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

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

### **Summer Courses—Undergraduate**

Summer courses are considered external courses. Students may be permitted to take summer courses for enrichment or to make up for a past failure, withdrawal, or underload or to accommodate extraordinary circumstances (e.g., the loss of a semester due to illness). Summer school courses including BC Summer School and International Study courses must have prior approval from the appropriate department chairperson and from the associate dean.

### **Summer Courses—Graduate**

In graduate programs, summer courses may be an integral part of the curriculum. Please consult the specific school section for further information.

### **Transcripts**

All current students submit requests for academic transcripts at <http://agora.bc.edu>. Requests for academic and financial aid transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

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

### **Transcript/Diploma Holds**

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

### **Transfer of Credit—Undergraduate**

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

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

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

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

Courses taken at other institutions during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of cred-

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

### **Transfer of Credit—Graduate**

All graduate students, with the exceptions noted below, may request transfer of not more than six graduate credits upon completion of one full semester of graduate work at Boston College. Transfer credit is approved by the Associate Dean. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

In the **Law School**, no credits may be granted for any graduate work done at another institution if those credits were earned prior to a student's matriculation into a full- or part-time law school program.

Prior to admission, students in the Graduate School of Social Work M.S.W. program may apply for transfer credit equal to a maximum of one half of the total credits needed for graduation. Course and/or field work submitted for transfer credit must have been taken within the previous four years in an M.S.W. program accredited by the Council of Social Work Education, and carry a grade of B or better. Students enrolled in the M.S.W. program may receive credit for courses taken at universities outside the consortium during enrollment under the following conditions: (1) approval of the student's advisor, (2) recommendation of the Academic Standards Review Committee, and (3) permission of the instructor or administrative unit at the host university.

Doctoral students in the Graduate School of Social Work may request transfer of not more than six graduate credits (or two graduate courses) taken prior to admission. Only doctoral level courses in which the student received a grade of B or better will be considered for transfer.

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

M.B.A. students in the Carroll School of Management who have completed graduate management course work at another AACSB accredited institution may receive advanced standing credit for a maximum of 12 semester credit hours. Students who have completed course work at non-AACAB accredited programs will not be granted advanced standing but may be allowed to substitute an elective for a core course. Students may also receive up to 12 credits of advanced standing credit for master's or doctoral degrees in any of the fields in which the Carroll School of Management offers a dual degree, concentration or certificate program. All students interested in advanced standing or equivalency must complete the official form available in the Associate Dean's office. M.S. in Finance students will not receive advanced standing credit but may be allowed to substitute an elective for a core class.

### **University Degree Requirements—Undergraduate**

The requirement for the Bachelor's degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in Carroll School of Management, all others require a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work.



Students in the College of Arts and Sciences must complete the Core curriculum, a major of at least 10 courses and the language proficiency requirement. Thirty-two of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings at the Boston College professional schools.

The Office of Student Services sends every undergraduate degree candidate, except for College of Advancing Studies students, a degree audit each semester. Core and major requirements stated in the catalog may, in exceptional circumstances, be waived or substituted by the student's associate dean or major department. Such exceptions must be communicated in writing to the Office of Student Services.

### Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester will have a "W" recorded in the grade column of their academic record. To withdraw from a course after the registration period, students should go to the forms page of the Student Services website (<http://www.bc.edu/studentservices>), print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

### Withdrawal from Boston College

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

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

## UNIVERSITY (SENIOR) AWARDS AND HONORS

### College of Arts and Sciences

*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.

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

*J. Robert Barth, S.J., Award:* For a graduating senior who has made outstanding contributions to Boston College in one of the fine or performing arts.

*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 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 Lynch 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 to 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.

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

*Rev. Charles F. Donovan, S.J., Award:* Presented to a member of the senior class in honor of Fr. Donovan, founding Dean of the School. The recipient exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

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

*Saint Edmund Campion Award:* Presented for excellence in an academic major.

*St. Richard Gwyn Award:* Presented to a member of the senior class for outstanding promise as a secondary teacher.

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

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

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

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

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

*Rev. James F. Moynihan, S.J., Award:* Presented in honor of Fr. Moynihan, first chairperson of the Psychology Department and

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

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

*Mr. and Mrs. Vincent P. Roberts Award:* Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

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

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

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

*Rev. John Christopher Sullivan, S.J. Award:* Presented in honor of Fr. Sullivan, first Associate Dean in the School, to a member of the senior class who, as Fr. Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy.

*Rev. Henry P. Wennerberg, S.J. Award:* Presented in honor of Fr. Wennerberg, first spiritual counselor in the School, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

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

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

*Lynch School Awards:* Presented to graduating seniors for academic excellence and outstanding performance in a variety of areas.

### Carroll School of Management

*Thomas I. Gasson, S.J. Award:* Founded by Boston College for general excellence in all courses of study during the four years in the Carroll 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 Hutchinson Memorial Award:* Presented by the Boston chapter of the American Marketing Association to a Marketing student.

*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 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 Reverend 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.

### William F. Connell School of Nursing

*The Alumni Award:* Established by the School of Nursing alumni to honor a nursing student for general excellence in the four years of study in the baccalaureate nursing program.

*The Marie S. Andrews Clinical Performance Award:* Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and "wholeness" of the patient, and outstanding ability to deliver quality nursing care.

*The Reverend Edward J. Gorman, S.J., Leadership Award:* Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

*The Cathy Jean Malek Award:* Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

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

*Certificates of Recognition for Volunteer Service:* Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated a substantial commitment to others in voluntary service over time.

### William F. Connell Graduate School of Nursing

*The Patricia Ibert Award:* Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON

goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable and caring person with high personal aspirations who is professionally committed.

*The Dorothy A. Jones Becoming Award:* Established in 1998 to recognize the tenth anniversary of the Graduate Nurses' Association. This award is given to honor a graduate student who represents the attributes used to describe the efforts of Dr. Dorothy Jones, a key founder of this Association. The criteria for nomination include: demonstrates visionary thinking; expands the discipline by stimulating opportunities for nursing knowledge development; actively encourages and mentors peer development; is committed to Jesus mission and service to others; and is committed to articulating the values and beliefs of professional nursing.

*Graduate Nurses' Association Volunteer Service and Community Service Recognition Awards:* Established to recognize graduate students who have demonstrated a substantial commitment to others in voluntary service over time.

# College of Arts and Sciences

## UNDERGRADUATE COLLEGE OF ARTS & 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 (B.A.) 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. Students must also demonstrate proficiency at the intermediate level in a modern or classical foreign language. 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.

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 of courses within the major, as well as in the Core curriculum and the electives program. Students with even a tentative interest in major fields which are structured and involve sequences of courses (e.g., languages, sciences, mathematics or art), 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 members, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

Note: Information for First Year Students has been included in the sections pertaining to the Core curriculum and in departments and programs. First Year Students should register initially for a Writing or Literature course, introductory major courses and/or courses that introduce them to potential major fields, and courses that fulfill other Core or language requirements.

### THE CORE CURRICULUM

Core courses reflect the Jesuit tradition of an integrated curriculum. Through them a student learns how the various disciplines examine perennial human and world issues 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.

### MAJORS AND MINORS IN ARTS AND SCIENCES

#### Majors

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. In Arts and Sciences, majors are available in the following fields: Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Economics, English, Environmental Geosciences, Film Studies, French, Geology, Geophysics, German Studies, History, Hispanic Studies, International Studies, Italian, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theatre, and Theology.

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. It is possible for a student to major in two fields, but all requirements must be satisfied for each major, and no course may count toward more than one major. Students carrying a double major are advised not to minor.

For a complete listing of all the majors and concentrations offered by the University see the Academic Regulations section of this catalog.

#### Departmental Minors

Some departments offer a minor, consisting of six or seven courses, for students who wish to complement their major with intensive study in another disciplinary area. The minor requires 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.

Departmental minors are available in Art History, Chemistry, Computer Science, Economics, French, Geology and Geophysics, German, Hispanic Studies, History, Italian, Mathematics, Music, Philosophy, Physics, Russian, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

#### Interdisciplinary Minors

Students who wish to complement the depth of their major with the breadth of interdisciplinary study may choose one of seventeen interdisciplinary minors offered by the College of Arts and Sciences. An interdisciplinary minor consists of six courses and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor aims for a coherent shape appropriate to the subject matter, and offers courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general treatments to specialized. Students must select at least three of the courses from three different Arts & Sciences departments. With the approval of the program, students may use one core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below.

Each interdisciplinary minor is administered by a coordinating committee, consisting of a Director appointed by the Dean, and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the program. Interdisciplinary minors are open to all undergraduate students. Further information can be found in the individual program descriptions.

#### American Studies

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

approaches to American culture. The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, gender and other issues. Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Six courses are required for the minor. Three of five courses must be clustered around a common theme. Thematic clusters in the past have included: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course for the minor) take the elective designated in the previous year as the American Studies seminar. For further information on the American Studies minor, and application forms, see Professor Carlo Rotella, English Department (617-552-1655). Also consult the American Studies website at [http://www.bc.edu/bc\\_org/avp/cas/amerstudies/americanstudies.html](http://www.bc.edu/bc_org/avp/cas/amerstudies/americanstudies.html).

#### **Ancient Civilization**

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

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

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Prof. Charles Ahern, Chairperson of the Classical Studies Department. Also consult the Classics website at <http://fmwww.bc.edu/CL/minor.html>.

#### **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. Also consult the Slavic and Eastern Languages website at <http://fmwww.bc.edu/SL/>.

#### **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 at least one of which must deal with Africa or the Caribbean in the following areas: humanities (language, literature, music, philosophy, theater, theology); social sciences (communications, 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. Also consult the program website at [http://fmwww.bc.edu/bc\\_org/avp/cas/blksp/](http://fmwww.bc.edu/bc_org/avp/cas/blksp/).

#### **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, consult the Cognitive Science minor webpage: [www.cs.bc.edu/~kugel/CogSciMinor.html](http://www.cs.bc.edu/~kugel/CogSciMinor.html), or contact Prof. Peter Kugel of the Computer Science Department at [kugel@bc.edu](mailto:kugel@bc.edu).

#### **East European Studies**

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

- 1 introductory course either SL 284 Russian Civilization or SL 231 Slavic Civilizations
- 1 additional course in Russian or East European history or politics
- 2 courses in Russian or another East European language at or above the intermediate level
- 2 approved elective courses from related areas such as: Art History, Economics, Film Studies, literature or language, Philosophy, or Theology. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Prof. Cynthia Simmons, Slavic and Eastern Languages Department, Lyons 210, 617-552-3914. Students may also consult the Slavic and Eastern Languages website at <http://fmwww.bc.edu/SL/>.

#### **Environmental Studies**

Environmental Studies provides an interdisciplinary approach to understanding the science and policy of the earth's environmental challenges, designed to complement any undergraduate major. The goals of the minor are three-fold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental problems, (2) to better prepare students for careers in the expanding field of the environmental professions, and (3) to provide preparation for further study at the graduate or professional school level. These goals are achieved through a dynamic curriculum as well as research opportunities both on and off-campus.

All Environmental Studies minors must take two foundation courses chosen from a specified list of environmental science and policy courses, three advanced courses to be chosen from upper-level offerings in various departments, and a senior seminar. Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program that is conducted with and funded by the Urban Ecology Institute at Boston College.

For further information or to register for this program, see the Director, Dr. Eric Strauss, or the program assistant, Mr. Bruce Travis, in Higgins Hall (617-552-0735), or visit the program website at <http://www2.bc.edu/~strausse/esp>.

### Faith, Peace, and Justice

The Faith, Peace and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace and justice are related to concrete work for peace and justice in our world. The goals of the FPJ Program are to help undergraduate students acquire and develop skills in (1) empirical, social scientific analysis of concrete issues for justice and peace, (2) gaining a solid grasp of the ethical and justice principles which arise from these issues, (3) learning how to formulate public policy or to initiate social change that would help to solve these problems, and (4) implementing creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor, UN 160: The Challenge of Justice, and, in their senior year, UN 590: FPJ Senior Seminar. In addition, the students design, with the advice and approval of the FPJ Director, a cluster of four elective courses which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they themselves have identified. This cluster is the foundation for the student's written thesis in the Senior Seminar. For further information, or to register for the FPJ minor, see the Director, Prof. Matthew Mullane, Carney 429.

### Film Studies

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

Students interested in the Film Studies minor may contact one of the Co-Directors, Prof. John Michalczyk in Devlin 424 or Prof. Richard Blake, S.J., in Devlin 416, 617-552-4295, or consult the website at [http://www.bc.edu/bc\\_org/avp/cas/fnart/film/default.html](http://www.bc.edu/bc_org/avp/cas/fnart/film/default.html).

### German Studies

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

The interdisciplinary minor in German Studies consists of six upper division courses: Germany Divided and Reunited (GM 242), two additional courses from the Department of German studies, and three courses from other departments. All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Prof. Rachel Freudenburg, Department of German Studies, Lyons 201F (617-552-3745; [freudenr@bc.edu](mailto:freudenr@bc.edu)), or consult the website at [http://www.bc.edu/bc\\_org/avp/cas/ger/frdept.html](http://www.bc.edu/bc_org/avp/cas/ger/frdept.html).

### International Studies

The minor in International Studies is designed to prepare students to become aware and effective citizens in an increasingly interde-

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

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions or journalism as well as preparation for graduate study. Guidelines for the International Studies minor and an application are available at the International Studies Program Office located in Hovey House, Room 108, or on the International Studies website at <http://www.bc.edu/isp>. Students may also consult the Director, Prof. David Deese, Political Science Department, McGuinn 217 (617-552-4585; [deese@bc.edu](mailto:deese@bc.edu)) or the academic advisor, Linda Gray MacKay, Hovey House 108 (617-552-0740; [mackayli@bc.edu](mailto:mackayli@bc.edu)).

### Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and 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 Center for International Programs and Partnerships and see Professor Kevin O'Neill, History Department or Professor Robert Savage, Irish Studies Program.

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

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

Students interested in the Irish Studies Program should contact Prof. Robert Savage, Irish Studies Program (617-552-3966) or Prof. Kevin O'Neill, History Department (617-552-3793). Students may also consult the Irish Studies website at [http://www.bc.edu/bc\\_org/avp/cas/irish/](http://www.bc.edu/bc_org/avp/cas/irish/).

### 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. Franco Mormando, S.J., Department of Romance Languages and Literatures, Lyons Hall 307C, 617-552-6346. Also see the Italian Studies minor website at [http://www.bc.edu/bc\\_org/avp/cas/romlang/itminor.html](http://www.bc.edu/bc_org/avp/cas/romlang/itminor.html).

### Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

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

For further information contact the Director, Prof. Douglas Marcouiller, S.J. Also see the Latin American Studies website at [http://www.bc.edu/bc\\_org/avp/cas/latin/](http://www.bc.edu/bc_org/avp/cas/latin/).

### 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, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Prof. Ali Banuazizi, Psychology Department, McGuinn 324 (617-552-4124) or Prof. Benjamin Braude, History Department, Carney 172 (617-552-3787) or consult the program website at <http://fmwww.bc.edu/CollAS/middleeasternminor>.

### Scientific Computation

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments, which complements students' training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (PH 330, cross listed), one course in numerical methods and scientific computation (PH 430, cross listed), one elective course, and a capstone course in advanced scientific computation. Attendance at a senior seminar is also required.

For further information on the Scientific Computation minor, see Prof. Jan Engelbrecht, Physics ([jan@bc.edu](mailto:jan@bc.edu)), or Prof. Christopher Baum, Economics ([baum@bc.edu](mailto:baum@bc.edu)), codirectors of the minor, or see the website at <http://fmwww.bc.edu/CSC/>.

### Women's Studies

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the similarities and differences among women as a

result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, PS 125, SC 225) and Advanced Colloquium in Women's Studies (EN 593), plus four additional courses (selected from a range of disciplines). 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 satisfactorily completed.

For more information consult the Director of the minor, Professor Lisa Cuklanz, Communication Department (617-552-8894), and the Women's Studies website at [http://www.bc.edu/bc\\_org/avp/cas/ws/test.html](http://www.bc.edu/bc_org/avp/cas/ws/test.html).

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

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

### Secondary Education

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

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

### General Education

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

### Special Academic Programs

#### Departmental Honors

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

#### 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 3.2 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.

#### Scholar of the College

Scholar of the College is a designation given at commencement to exceptional scholars 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 (or in two or more fields in the case of an interdisciplinary project). The program is administered by the Dean's office. Students will present proposals for review by their major departments at the end of their junior year. Departments will permit those students who present strong proposals and have a minimum GPA of 3.67 to register for a 6-credit Advanced Independent Research for the fall and spring of their senior year. (In exceptional cases, seniors who develop a particularly ambitious 3-credit thesis project in the fall semester may be recommended by their advisors for the 6-credit Advanced Independent Research in the spring.) When the Advanced Independent Research projects are completed, advisors will nominate the most distinguished for Scholar of the College recognition at Commencement. The final decision will be made by a committee appointed by the Dean of the College of Arts and Sciences.

#### International Study Program

The International Study Program provides Boston College students with a very wide range of opportunities to become conversant with another culture and fluent in a foreign language. Students wishing to spend a junior year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must (1) have a 3.2 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) for those who have not completed the language proficiency requirement, have successfully completed a minimum of one year of college level language study. Final approval will be given by the Deans on the basis of the student's academic record at the end of the sophomore year. Students should begin the application process by consulting the website of the Center for International Programs and Partnerships at [http://www.bc.edu/bc\\_org/avp/acavp/inprg](http://www.bc.edu/bc_org/avp/acavp/inprg).

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

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

from the Graduate School of Social Work Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Arts and Sciences Dean's Office (Gasson 109).

#### 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.

### GRADUATE SCHOOL OF ARTS AND SCIENCES

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

#### General Information

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

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

#### Master's Degree Programs

##### *Requirements for 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."



### *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.

### *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, Political Science, Romance Languages and Literatures, or Slavic and Eastern Languages, and the Carroll Graduate School of Management.
- Master of Arts in Pastoral Ministry/Master of Social Work: See Institute of Religious Education and Pastoral Ministry, and the Graduate School of Social Work.
- Master of Arts in Pastoral Ministry/Master of Arts in Counseling Psychology: See Institute of Religious Education and Pastoral Ministry, and Lynch School of Education.
- Master of Arts in Pastoral Ministry/Master of Science in Nursing: See Institute of Religious Education and Pastoral Ministry, and Graduate School of Nursing.
- Doctor of Philosophy in Sociology/Master of Business Administration: See Department of Sociology and the 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 in the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

### *Interdisciplinary Doctoral Program*

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

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

Students not seeking a degree, but who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

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

### **Admission**

#### **Eligibility and Application Information**

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

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

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

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

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate*

*School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, etc., consult the requirements of the Department to which admission is being sought. All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.

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

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Assistant Dean. Admission should not be presumed without receipt of official notification from the Assistant Dean.

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

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

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

Information on the GRE tests also may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at [www.gre.org](http://www.gre.org).

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

### Acceptance

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

### GSA&S Programs and Degrees

- Biblical Studies (Theology): M.A.
- Biology: Ph.D., M.S., M.S.T.
- Chemistry: Ph.D., M.S., M.S.T.
- Classical Lang.: M.A., M.A.T.
- Economics: Ph.D., M.A.
- English: Ph.D., M.A., M.A.T.
- Geology/Geophysics: M.S., M.S.T.
- History: Ph.D., M.A., M.A.T.
- Irish Literature and Culture (English): M.A.
- Irish Studies (History): Ph.D.
- Linguistics: M.A./M.B.A.
- Mathematics: M.A., M.S.T./M.B.A.
- Medieval Studies (History): Ph.D., M.A.
- Medieval Studies (Romance Lang.): Ph.D.
- Pastoral Ministry: M.A./M.A./M.S./M.S.W.
- Philosophy: Ph.D., M.A.
- Physics: Ph.D., M.S., M.S.T.
- Political Science: Ph.D., M.A./M.B.A.
- Psychology: Ph.D., M.A.

- Religion and Education: Ph.D.
- Romance Languages: Ph.D., M.A., M.A.T./M.B.A.
- Russian: M.A./M.B.A.
- Slavic Studies: M.A./M.B.A.
- Sociology: Ph.D., M.A./M.B.A.
- Theology: Ph.D., M.A.

### 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 carry tuition scholarships and stipends of \$16,000 for the 2002-03 academic year and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

#### Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

### Assistantships

#### Graduate Assistantships and Teaching Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department Chairperson.

Assistantships provide a stipend that varies among departments.

#### Research Assistantships

Research Assistantships are available in some departments. The stipends are similar, but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

**Tuition Scholarships**

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

**Procedures for Financial Aid Recipients**

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship or a tuition scholarship must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

**Other Sources of Financial Aid**

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog and to the *Graduate School Bulletin*.

**Biochemistry****Program Description**

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences.

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory  
CH 109-110 (or CH 117 - 118) lecture  
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology  
BI 200-202 lecture
- Two semesters of Organic Chemistry and laboratory  
CH 231-232 (or CH 241-242) lecture  
CH 233-234 (or CH 243-244) laboratory
- Two semesters of Molecular Cell Biology and Genetics  
BI 304-305 lecture
- Two semesters of Biology laboratory  
BI 310 Molecular Cell Biology and Genetics Laboratory I  
BI 311 Molecular Cell Biology and Genetics Laboratory II
- One semester of Analytical Chemistry and laboratory  
CH 351 lecture and laboratory
- One semester of Physical Chemistry  
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology  
CH 561-562 Biochemistry I and II lecture or  
BI 435 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 535 Structural Biochemistry of Neurological Diseases

- BI 556 Developmental Biology
- BI 558 Neurogenetics
- BI 570 Biology of the Nucleus
- CH 564 Physical Methods in Biochemistry
- CH 565 Chemical Biology: Nucleic Acids
- CH 566 Bioinorganic Chemistry
- CH 567 Chemical Biology: Structure and Function
- CH 569 Chemical Biology: Enzyme Mechanisms
- CH 570 Introduction to Biological Membranes
- CH 582 Advanced Topics in Biochemistry
- CH 588 Computational Biochemistry

In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory  
PH 211-212 lecture and laboratory
  - Two semesters of Calculus  
MT 100-101 lecture
- \* Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval,\* this year-long project 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 Advanced Independent Research\*  
\*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 117-118) 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**

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

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

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

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

**Charles S. Hoffman**, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

**Daniel Kirschner**, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

**Marc A.T. Muskavitch**, *Professor*; Chairperson of the Department; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

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

**Thomas Chiles**, *Associate Professor*; BS., 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

**Clare O'Connor**, *Associate Professor*; B.S., Ph.D., Purdue University

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

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

**R. Douglas Powers**, *Associate Professor*; A.B., SUNY; Ph.D., Syracuse University

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

**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

**Janet Paluh**, *Assistant Professor*; B.S./M.S., Ph.D., Purdue University; Ph.D., Stanford University; Post-Doc, University of California at Berkeley

**Robert J. Wolff**, *Senior Lecturer*; B.A., Lafayette College; Ph.D., Tufts University

**Departmental Notes**

Important changes and additions to the biology program since the printing of the academic catalog are posted at the announcements section of the department web pages located at [www.bc.edu/biology](http://www.bc.edu/biology). Students are encouraged to check this site frequently as it contains the most accurate and up-to-date information available.

- Graduate Program Director: Prof. Daniel Kirschner, [kirschnd@bc.edu](mailto:kirschnd@bc.edu)
- Undergraduate Program Director: Prof. William Petri, [petri@bc.edu](mailto:petri@bc.edu)

- Department Administrator: Dr. Richard Monheimer, [monheimr@bc.edu](mailto:monheimr@bc.edu)
- Director of Laboratories: Dr. Mariana Tran, [mariana@bc.edu](mailto:mariana@bc.edu)
- Assistant Director of Laboratories: Ms. Melanie Kutschke, [kutschke@bc.edu](mailto:kutschke@bc.edu)
- Technology Coordinator: Mr. Christopher Lavallee, [tc.biology@bc.edu](mailto:tc.biology@bc.edu)
- Procurement Specialist: Ms. Leah Schneider
- Office Coordinator: Ms. Jenny Williamson
- Department Telephone: 617-552-3540
- Department Internet Website: <http://www.bc.edu/biology>

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

Beginning in the fall of 2002, the department will offer both Bachelor of Science and Bachelor of Arts degree programs in biology. The B.S. program is well-suited for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/pre dental requirements as part of their biology major. Normally, those interested in the areas of molecular biology, biochemistry, biophysics, physiology, neurobiology or cellular biology should pursue this degree.

The new B.A. degree program also has a solid foundation in biology as its base, but creates room in a student's schedule for additional biology and relevant non-biology electives by removing the specific requirement for organic chemistry and calculus-based physics that characterizes the B.S. program. Under the B.A. rubric, majors have more flexibility in choosing both additional science and mathematics courses, as well as more opportunity to broaden their educational experience. The B.A. program can better serve biology majors interested in integrating their study of biology with other, related areas including law, ethics, history, sociology, computer science, and management.

Students should note that unlike the B.S. program, the B.A. program does not automatically fulfill medical school admission requirements without additional course work in chemistry, physics and mathematics. Contact the Premedical Office for details.

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

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, biology majors may con-

centrate 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, neuroscience, 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 do so either as a concentration within the biology B.S. major or consider the alternative interdepartmental biochemistry major described in its own section of 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 Bachelor of Science (B.S.) Program**

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

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

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and they must be chosen from at least two of the three categories of biology electives. Categories are listed below. Typically, undergraduate research courses (BI 461-467), (BI 399), (BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases—with the recommendation of the faculty advisor and the approval of the Chairperson—two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective. The requirement for two additional laboratory credits (level 300 or higher) may be satisfied by taking two 1-credit laboratory courses (or equivalents) or by taking one laboratory course worth two or more credits. With departmental permission, one semester of undergraduate research in Biology (BI 461-467) can be substituted for 2 lab credits. Also, 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 are cautioned to note that courses are not allowed to be co-counted for both elective and lab requirements. Note that students must take at least three semesters of undergraduate research in Biology (BI 461-467) to use these courses to satisfy both 2 lab credits and as a substitute for one bio-elective. Students should consult the biology announcements section of our website for updates on this point. An updated list of courses satisfying the lab requirement is available in the biology office and on our website.

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

Students with strong high school preparation in biology (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam are encouraged to follow the advanced placement program. This program allows students to enroll as freshmen in the BI 304-305 Molecular Cell Biology and Genetics course and the BI 310-311 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 select from the more focused upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bio-elective courses. 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 (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Seven upper division biology electives (level 400 & 500) (taken from all three bio-elective course categories)
- Two additional laboratory credits (level 300 or higher)
- Eight co-requisite courses in math, chemistry, and physics listed below

#### **Corequisites for the Bachelor of Science Degree**

One year each of the following:

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

\*Courses routinely used to fulfill these co-requisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications and advisors.

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

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

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

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

- Three co-requisite courses and labs in math and chemistry (see list below)

#### Corequisites for the Bachelor of Arts Degree

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

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

\*Courses routinely used to fulfill these co-requisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications and advisors.

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a biology department advisor as early in their studies as possible. For freshmen, this consultation should preferably take place at 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 can do so within the biology major or in addition, consider the alternative interdepartmental biochemistry major.

#### Biology Upper Division Elective Course Categories

Regular B.S. Program majors need five courses with at least one from each of two different categories. Advanced Placement B.S. majors need seven courses with at least one from each of all three categories. Regular B.A. Program majors need three courses from at least two categories. Advanced Placement B.A. Program majors need five courses from all three categories.

#### Molecular Biology, Genetics, and Biochemistry

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

#### Cellular, Developmental, and Organismal Biology

- BI 409 Virology
- BI 412 Bacteriology
- BI 425 Stem cells, Cloning & Human Development
- BI 430 Functional Histology
- BI 438 Biology of the Cell Cycle
- BI 481 Introduction to Neuroscience
- BI 509 Vertebrate Cell Biology
- BI 510 General Endocrinology
- BI 540 Immunology
- BI 548 Comparative Animal Physiology
- BI 554 Mammalian Physiology
- BI 556 Developmental Biology
- BI 562 Neurophysiology

#### Population and Environmental Biology

- BI 401 Environmental Biology
- BI 442 Principles of Ecology
- BI 443 Coastal Field Ecology
- BI 445 Animal Behavior
- BI 446 Marine Biology

- BI 449 Methods in Environmental Field Research
- BI 458 Evolution

#### Information for First Year Majors

The normal course load for first term biology B.S. and B.A. majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100 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 term Advanced Placement biology B.S. and B.A. majors should enroll directly into BI 304 Molecular Cell Biology and the co-requisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses.

#### 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 (premedical, pre-dental, pre-veterinary) students should take BI 200-202, Introductory Biology. Those students needing a year-long biology laboratory can enroll in BI 210-211, General Biology Laboratory. In addition, pre-health students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

#### Information for Study Abroad

Students in the advanced placement B.S. program, requiring 7 upper division bio-electives, may apply for approval to take the following major courses abroad: One upper division bio-elective equivalent per semester abroad up to a maximum of 2 substitutions (but note no other substitutions for the remaining 5 required bio-elective courses will be allowed); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher)

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

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

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

Students must meet with William Petri, Associate Chairperson, or another designated advisor for study abroad advising and course approval. In order to obtain the required prior approval for international courses, students need to fill out a Course

Approval Form and submit it to the biology department along with a copy of the catalog description for each proposed international course. The description should indicate the course level, intended audience and pre-requisites. Such application should be made well in advance and no later than the semester before leaving to study abroad to insure that the course can be reviewed, its course category determined and adjustments made if needed. The approval process can take several days to weeks (even longer over the summer), so students should plan ahead.

#### **Research Opportunities for Undergraduates**

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

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

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

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

#### **Biochemistry Major**

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

#### **Graduate Program Description**

The biology department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School Graduate Programs in cooperation with the Biology department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences, must be met. The minimum curriculum for Ph.D. students consists of four core courses in genet-

ics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; and three graduate seminars (800 or higher); and a course in the responsible conduct of research. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a Comprehensive Examination and defend a research proposal during their second year.

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

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

M.S. and Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School Graduate Programs section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### **Undergraduate Course Offerings**

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

#### **BI 100 Survey of Biology I (Fall: 3)**

##### **Satisfies Natural Sciences Core Requirement**

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

*Eric Strauss  
Silvard Kool*

#### **BI 102 Survey of Biology II (Spring: 3)**

##### **Satisfies Natural Sciences 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  
The Department*

#### **BI 130 Anatomy and Physiology I (Fall: 3)**

*Corequisite:* BI 131

##### **Does NOT satisfy the Natural Sciences Core requirement**

An intensive introductory course designed to bring out the correlations between the structures and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intend-

ed to prepare nursing students for their clinical career. Students outside the School of Nursing should consult with the Department of Biology.

*Carol Halpern*

**BI 131 Anatomy and Physiology Laboratory I (Fall: 1)**

**Required of Nursing students taking BI 130.**

**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.

*Carol Halpern*

**BI 132 Anatomy and Physiology II (Spring: 3)**

*Corequisite:* BI 133

**Does NOT satisfy the Natural Sciences 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.

*Carol Halpern*

**BI 134 Human Physiology I (Fall: 3)**

**Does NOT satisfy the Natural Sciences Core requirement**

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

*Carol Halpern*

**BI 135 Human Physiology II (Spring: 3)**

A continuation of BI 134.

*Carol Halpern*

**BI 161 Nature in American Culture (Fall: 3)**

**Cross listed with EN 263**

**Does NOT satisfy the Natural Sciences Core requirement**

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

*Charles Lord*

*Maxwell Kennedy*

**BI 163 Understanding Urban Ecosystems: Environmental Law, Policy and Science (Spring: 3)**

**Does NOT satisfy the Natural Sciences Core requirement**

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: Urban Habitat and Wildlife; Toxic Pollution in Cities; Urban Watersheds; Urban Air Quality and Public Health; The City as Biological Habitat: Human Behavior and the Urban Setting.

*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 Sciences Core Requirement**

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for standard program biology and biochemistry majors who are normally expected to

take CH 109 concurrently. Biology and biochemistry majors are advised to enroll in the required BI 310-BI 311 Molecular Cell Biology and Genetics lab series in their sophomore year. Other majors desiring a general biology lab course are advised to enroll in the BI 210-211 lab series which is not required for majors. Variations from this scheduling pattern are possible, but require departmental approval.

*Carol Halpern*

*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 Sciences Core Requirement**

A continuation of BI 200.

*David A. Krauss*

*Robert R. Wolff*

**BI 209 Environmental Biology (Fall: 3)**

**Does NOT satisfy the Natural Sciences 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 (e.g., natural selection and genetic drift) and current environmental issues (such as ozone holes, acid rain, human population growth, and environmental toxins) will be discussed. Guest speakers and two to three field trips are included.

*Judy Chupasko*

**BI 210 General Biology Laboratory I (Fall: 1)**

*Prerequisite:* One semester of college-level biology.

**This course does not satisfy departmental requirements for biology majors.**

**Lab fee required**

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

*Mariana Tran*

**BI 211 General Biology Laboratory II (Spring: 1)**

**Lab fee required**

The continuation of BI 210.

*Mariana Tran*

**BI 214 Capstone Science and Religion: Contemporary Issues (Fall: 3)**

**Cross listed with UN 521**

**Restricted to seniors and second semester juniors.**

This course will explore the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

*Donald J. Plocke, S.J.*

**BI 220 Microbiology (Fall: 2)**

*Prerequisites:* BI 130-132

**Does NOT satisfy the Natural Sciences Core requirement**

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction,



mechanisms of drug action on microorganisms, and the application of serological and immunological principles. Intended 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 224 Health and Science Education Disparities (Spring: 3)**

*Prerequisite:* One course in biology

**Satisfies Cultural Diversity Core requirement**

**Does NOT satisfy the Natural Sciences Core requirement**

**This course is limited to 20 students.**

This is a policy course on the current status of African Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities and tribal colleges in addressing these topics will be covered.

*David Burgess*

**BI 230 Biostatistics (Fall: 3)**

**Does NOT satisfy the Natural Sciences Core requirement**

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

*Richard A. McGowen, S.J.*

**BI 304 Molecular Cell Biology (Fall: 3)**

*Prerequisites:* BI 200-202 or permission of department

*Corequisite:* BI 310

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 310) are required for majors and recommended for premedical students.

*Kathleen Dunn*

*Junona Moroiianu*

*The Department*

**BI 305 Molecular Cell Biology (Spring: 3)**

*Corequisite:* BI 311

This course, which focuses primarily on genetics, is a continuation of BI 304.

*Charles S. Hoffman*

*Clare O'Connor*

**BI 310 Molecular Cell Biology Laboratory (Fall: 1)**

*Corequisite:* BI 304

**Lab meets once a week.**

**Lab fee required**

A laboratory course designed to accompany BI 304 and to introduce students to basic techniques in cell biology, molecular biology, and genetics. Included are exercises in sterile technique, bac-

terial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis.

*Mariana Tran*

**BI 311 Molecular Cell Biology Laboratory (Spring: 1)**

*Prerequisite:* BI 310

*Corequisite:* BI 305

**Lab meets once a week.**

**Lab fee required**

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

*Mariana Tran*

**BI 370 Computational Foundations of Bioinformatics (Fall: 3)**

*Prerequisites:* MT 100, MT 101

**With departmental approval, this course may be taken for graduate credit.**

**This course is not open to students who have taken MC 140 and MC 141, or equivalent.**

This course provides foundations in mathematics and computer science for biologists. Intended audience consists of students planning later to take Computational Biology BI 507, or who would like a rapid, comprehensive introduction to the main concepts of programming, data structures, probability, and statistics used in computational areas of biology, neurobiology, and especially bioinformatics. Currently planned languages are Mathematica and the object oriented script language Python.

*Peter Clote*

**BI 390 Environmental Scholar I (Fall: 3)**

**Departmental permission required**

**By application only; applications available in the Environmental Studies program office.**

**This course does NOT count as a bio-elective for biology majors.**

A research and internship program with the Environmental Studies Program and the Watershed Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor. The Scholars also participate in monthly Scholars Workshops and weekly team meetings.

*Eric Strauss*

**BI 391 Environmental Scholars II (Spring: 3)**

**Departmental permission required**

**This course does NOT count as a bio-elective for biology majors.**

The continuation of BI 390

*Eric Strauss*

**BI 399 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

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 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, bio-

geochemical cycles, evolution (e.g., natural selection and genetic drift) and current environmental issues (such as ozone holes, acid rain, human population growth, and environmental toxins) will be discussed.

*Judy 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 410 Cell Culture Laboratory (Spring: 1)**

*Prerequisites:* BI 304-305; BI 308 or BI 310-311

**Lab fee required.**

**This course can satisfy one credit of the major requirement for additional laboratory credits.**

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

*Ann Yee*

**BI 412 Bacteriology (Fall: 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 the following: microbial growth, the control of microorganisms, antimicrobial chemotherapy, the nature of viruses, recombination and plasmids, the immune response, and microbial diseases of humans.

*The Department*

**BI 413 Bacteriology Laboratory (Fall/Spring: 1)**

*Corequisite:* BI 412

**Lab fee required**

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

*Kathleen Dunn*

**BI 425 Stem Cells, Cloning and Human Development (Spring: 3)**

*Prerequisites:* BI 304, BI 305

This course will examine some important questions in human reproduction and embryology beginning with gametogenesis, fertilization and early development. Having acquired a basic understanding of gene regulation, pattern formation, morphogenesis and tissue polarity, students will study the *in vitro* manipulation of mammalian embryos, cloning and embryonic stem cells. The ethical, legal, scientific and technological questions that arise will be investigated.

*R. Douglas Powers*

**BI 430 Functional Histology (Fall/Spring: 3)**

*Prerequisites:* BI 200, BI 202 and BI 304

**This course can satisfy the major requirement for EITHER an upper division biology elective OR one laboratory credit, but NOT BOTH.**

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

*Ann G. Yee*

**BI 435 Biological Chemistry (Fall: 3)**

*Prerequisites:* BI 200, CH 231 or permission of the instructor

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

*Daniel A. Kirschner*

**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.)

*The Department*

**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. Course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site

on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.

*Peter Auger*

**BI 445 Animal Behavior (Spring: 3)**

*Prerequisite:* One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.

*Eric Strauss*

**BI 446 Marine Biology (Fall: 3)**

*Prerequisites:* BI 200-BI 202 or permission of instructor

**Course requirements include three field trips.**

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

*Silvard Kool*

**BI 448 Ecological Field Laboratory (Fall: 1)**

*Prerequisite:* Permission of the instructor

This course provides students with the first-hand opportunity to visit, study, and otherwise experience the natural field conditions which are discussed in their Coastal Field Ecology course (BI 443), taken concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment 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. This course will satisfy two credits of the biology major laboratory requirement.

*Peter Auger*

**BI 454 The Literature of Biochemistry (Spring: 3)**

*Prerequisites:* Biochemistry, BI 435 or CH 561

This seminar-type course focuses on current topics in biochemistry and medical research. Topics include aging and telomerase, prions (the infective agent of "Mad Cow Disease"), nitric oxide (a tiny molecule with an astonishing variety of hormone-like effects), mammalian cloning, cancer and cell cycle regulation, the biochemistry of

anthrax, and others. Original research papers from current literature are read and discussed. Rather than a comprehensive survey, the course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of experimental science as well as an appreciation for some of its latest products.

*Arlene Wyman*

**BI 458 Evolution (Fall/Spring: 3)**

*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.

*Silvard Kool*

*David Krauss*

**BI 459 Internship in Environmental Studies (Spring: 1)**

*Eric Strauss*

**BI 461 Undergraduate Research (Fall: 3)**

*Prerequisite:* Permission of the Chairperson

**Lab fee per semester required**

Students completing 2 semesters of Undergraduate Research within courses BI 461, 462, 465 and 466 can, with departmental approval, substitute these two semesters for one bio-elective. Alternatively, majors can use one of these undergraduate research courses to fulfill two credits of the additional lab requirement. Three semesters of undergraduate research is needed for both a bio-elective substitution and the lab credits. Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

*The Department*

**BI 462 Undergraduate Research (Spring: 3)**

*Prerequisite:* Permission of the Chairperson

**Lab fee per semester required**

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

*The Department*

**BI 463-464 Research in Biochemistry (Fall/Spring: 3)**

*Prerequisite:* Permission of the Chairperson

**Lab fee per semester required**

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

*The Department*

**BI 465-466 Advanced Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the Chairperson

**Lab fee per semester required**

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

*The Department*

**BI 480 Biological Chemistry Laboratory (Fall: 3)***Prerequisite:* BI 435 or equivalent*Corequisite:* BI 435 or equivalent**Lab fee required**

This course can satisfy the major requirement for EITHER an upper division biology elective OR for two laboratory credits, but NOT BOTH.

This is an advanced-project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside of class hours to work on projects intended to produce publication-quality data. Ideal for students interested in solid grounding for and exposure to academic research in biochemistry.

*William Petri***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.

*Grant Balkema***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 507 Computational Biology (Spring: 3)**

Necessary concepts from molecular biology and probability theory will be presented.

Course requires algorithm development and programming skills.

Introduction to computational molecular biology, with focus on the development and implementation of efficient algorithms for problems generally related to genomics. Sample topics include sequence homology and alignment, phylogenetic tree construction

(“All about Eve”), hidden Markov models and their applications (e.g., multiple sequence alignment, recognition of genes), RNA secondary structure prediction, protein folding on lattice models, and determination of DNA strand separation sites in duplication and replication. Algorithmic content of course: genetic algorithms, simulated annealing, clustering, dynamic programming, recursion.

*Peter Clote***BI 509 Vertebrate Cell Biology (Fall: 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 Cellular Transport and Disease (Spring: 3)***Prerequisites:* BI 304 and 305, or permission of the instructor

The biology of intracellular traffic is in an exciting period of development. New techniques of molecular and cell biology are leading to discoveries of the transport signals and the major carriers. Topics covered in this 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 Moroiianu***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 554 Physiology (Fall: 3)***Prerequisites:* BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function.

Mammalian organ-systems will be studied, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastro-intestinal function. 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 consists 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: 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 evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and (2) the basis and role of pattern information in this process.

*Laura Hake*

**BI 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 N. Seyfried*

**BI 570 Biology of the Nucleus (Spring: 3)**

*Prerequisites:* BI 304-305

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 and function, 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. This course can satisfy the major requirement for EITHER an upper division biology elective OR for two laboratory credits, but NOT BOTH.**

An advanced project laboratory for hands-on training in the experimental techniques of molecular biology under close faculty supervision. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught 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.

*Mariana Tran*

**Graduate Course Offerings**

**BI 611 Advanced Genetics (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics include the principles of DNA replication and repair, transmission genetics, microbial genetics, transposition, epistasis and complementation, and gene mapping.

*The Department*

**BI 612 Graduate Biochemistry (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

*The Department*

**BI 614 Graduate Molecular Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

*The Department*

**BI 615 Advanced Cell Biology (Spring: 2)**

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

*The Department*

**BI 621, 622, 623 Research Rotation I, II, and III (Fall/Spring: 1)**

Graduate students participate in research projects under the direction of a faculty member.

*The Department*

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

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

*The Department*

**BI 801 Thesis Seminar (Fall/Spring: 3)**

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

*The Department*

**BI 805-806 Departmental Seminar (Fall/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.

*Marc Muskavitch*

**BI 827 Seminar in the History of Neurobiology (Fall: 1)**

*Sanford Palay*

**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
- Program Assistant: Sandra Sandiford, 617-552-3238
- World Wide Web:  
[http://infoeagle.bc.edu/bc\\_org/avp/cas/blkspl/](http://infoeagle.bc.edu/bc_org/avp/cas/blkspl/)

***Undergraduate Program Description***

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

***Undergraduate Course Offerings***

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

**BK 104-105 Afro-American History I and II (Fall/Spring: 3)**

**Cross listed with HS 189-190**

**Satisfies Cultural Diversity Core Requirement**

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 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**

See course description in the Theology Department.

*Aloysius Lugira*

**BK 121 Christianity in Africa (Spring: 3)**

**Cross listed with TH 108**

See course description in the Theology Department.

*Aloysius Lugira*

**BK 151 Race Relations (Fall/Spring: 3)**

**Cross listed with SC 041**

See course description in the Sociology Department.

*Seymour Leventman*

**BK 155 Introduction to African-American Society (Fall: 3)**

**Cross listed with SC 043**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Sociology Department.

*William Harris*

**BK 200 Black Aesthetic, Music, and Empowerment**

*Lawrence Watson*

**BK 210 Survey of the African-American Societies (Spring: 3)**

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

*Sandra Sandiford*

**BK 213 African Slave Trade (Spring: 3)**

**Cross listed with HS 311**

See course description in the History Department.

*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 240 Introduction to Black Theatre (Spring: 3)**

*Elizabeth Hadley*

**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 politi-

cal 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.

*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 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 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/Spring: 3)**

**Cross listed with PL 268/SC 268**

See course description in the Philosophy Department.

*Horace Seldon*

**BK 281 American Labor and Civil Rights Issues (Spring: 3)**

**Cross listed with SC 279**

A comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied.

*Christopher Nteta*

**BK 285 Jazz in America (Spring: 3)**

**Cross listed with MU 322**

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered.

*Hubert Walters*

**BK 290 Gospel Workshop (Fall/Spring: 1)**

**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 299 Readings and Research (Fall/Spring: 3)**

*The Department*

**BK 318 Post Slavery History of Caribbean (Spring: 3)**

**Cross listed with HS318**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Frank F. Taylor*

**BK 325 Revolutionary Cuba: History and Politics (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with HS 325**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Frank F. Taylor*

**BK 345 Contemporary Praxis and Ideology (Spring: 3)**

**Cross listed with PL 304**

This course reviews the literature to discern why victims of oppression revolt and what methodologies they employ to remedy their situations. It examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implication for international peace and justice. Black consciousness in southern Africa will be compared to revolutionary consciousness in Central America. Other revolutionary movements in Africa, Asia and Latin America will also be explored. Analysis of these movements will include a focus on gender discrimination.

*James Woodard*

**BK 350 Racism and American Law (Spring: 3)**

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

*Charles Walker, Jr.*

**BK 365 U.S. Foreign Policy and South Africa (Fall: 3)**

**Cross listed with HS 213**

This course examines the United States policy toward South Africa from 1948 to the present. The first half of the course compares the history and nation-building process of the two countries. The second half of the course evaluates the ethics, morality, and geopolitical consequences of that policy, including its economic, political and social significance. The Nixon/Ford years and Reagan/Bush years will be thoroughly covered. Other major southern Africa liberation movements will be studied. There will also be an analysis of the role of the United States Free South Africa Movement as influences of US 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**

See course description in the History Department.

*Frank Taylor*

**BK 402 Black Images in Film (Spring: 3)**

*Elizabeth Hadley*

**BK 410 African-American Writers (Spring: 3)**

**Cross listed with EN 482**

**Satisfies Cultural Diversity Core Requirement**

See course description in the English Department.

*Henry Blackwell*

**BK 493 Racism, Oppression and Cultural Diversity (Fall/Spring: 3)**

*Prerequisite:* Permission of Graduate School of Social Work

**Cross listed with SW 723**

See course description in the Graduate School of Social Work.

*The Department*

**BK 500 Caribbean Summer Study (Spring: 3)**

*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 visits to two island states, Barbados and Antigua. In Barbados, students will stay in the dormitories at the University of the West Indies and in Antigua, at the Methodist Conference Center. Students participate in an intensive program of lectures and discussions covering: Caribbean History and Politics, Caribbean Literature and Anthropology, and Caribbean Economic Problems. Students have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and are able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.

*Frank Taylor*

**BK 512 History of Black Nationalism (Spring: 3)**

*Prerequisite:* 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 Minor 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 606 Racial Violence in American History (Fall: 3)**

*Crystal Feimster*

**BK 799 Readings and Research (Fall/Spring: 3)**

*Frank Taylor*

**Chemistry****Faculty**

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Andre J. de Bethune**, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

**Robert F. O'Malley**, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Michael J. Clarke**, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University

**John Fourkas**, *Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

**Amir H. Hoveyda**, *Joseph 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*; Chairperson of the Department; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Scott J. Miller**, *Professor*; B.A., Ph.D., Harvard University

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Dennis J. Sardella**, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

**Lawrence T. Scott**, *Professor*; A.B., Princeton University; Ph.D., Harvard University

**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**, *Assistant Professor*; B.S., Union College; Ph.D., Stanford University

**Martha M. Teeter**, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

**Shana Kelley**, *Assistant Professor*; B.A., Seton Hall University; Ph.D., California Institute of Technology

**Departmental Notes**

- Undergraduate Program Information: Dr. Joseph Billo, 617-552-3619
- Administrative Secretary: Dale Mahoney, 617-552-2830, dale.mahoney@bc.edu
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- Chemistry Department Main Office: 617-552-3606
- 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.

**Major Requirements**

The major in Chemistry consists of 10 one-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 233-234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 566) and one semester of biochemistry (CH 561). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), three semesters of calculus (MT 102-103 and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in Chemistry. For this degree to be also certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

*First year:* CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two



semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); 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 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.

### Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of Chemistry or Biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

### Minor Requirements

The minor in Chemistry consists of six courses. Two semesters of general chemistry are required as the introductory courses for the minor. Four additional chemistry courses chosen in consultation with a faculty advisor and approved by the director of the departmental minor, Professor E. Joseph Billo (Merkert 317, ext. 2-3619) are required to complete the minor. Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

### Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 211-212 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning: Professor E. Joseph Billo and/or Professor David McFadden.

### Fulfilling the Core Science Requirement

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

### Biochemistry Major

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

### Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School Graduate Programs in cooperation with the Department of Chemistry. It requires admission to both the Lynch 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 experi-

ences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School Graduate Programs 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 requiring four to four and one-half years of sustained effort will begin usually after the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the chairperson.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.  
**CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)**

### Satisfies Natural Sciences Core Requirement

**For non-science majors or for those who do not require a lab science course**

For non-science majors or for those who do not require a lab science course. This is a two semester sequence with the emphasis during

the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

*The Department*

**CH 109-110 General Chemistry I and II (Fall/Spring: 3)**

*Prerequisite:* One year of high school chemistry

*Corequisites:* CH 111, CH 113, MT 102-103

*Prerequisites:* CH 109, 111

*Corequisites:* CH 112, CH 114, MT 102-103

**Satisfies Natural Sciences Core Requirement**

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

*E. Joseph Billo*

*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. 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

Part I of CH 117-118, the Honors alternative to General Chemistry, CH 109-110. It is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CH 117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The Laws of Thermodynamics and Kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

*David L. McFadden*

**CH 118 Principles of Modern Chemistry II (Spring: 3)**

*Prerequisite:* CH 117

*Corequisites:* CH 120, CH 122

This is the second part of a one year course that serves as the Honors alternative to the two-semester General Chemistry CH 109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds. An emphasis on biologically relevant structures will highlight an interdisciplinary presentation.

*Scott J. Miller*

**CH 119-120 Modern Chemistry Laboratory I and II**

**(Fall/Spring: 1)**

**Lab fee required**

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

*David L. McFadden*

*Scott J. Miller*

**CH 121-122 Modern Chemistry Discussion I and II**

**(Fall/Spring: 0)**

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

*The Department*

**CH 161 Life Science Chemistry (Fall: 3)**

*Corequisite:* CH 163

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

*Kenneth R. Metz*

**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.

*Kenneth R. Metz*

**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.

*William H. Armstrong*

**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.

*William H. Armstrong*

**CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 109-110

*Corequisites:* CH 233, CH 235

*Prerequisites:* CH 231, CH 233

*Corequisites:* CH 234, CH 236

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

*T. Ross Kelly*

*Lawrence T. Scott*

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

Laboratory required of all students enrolled in CH 231. 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, CH 245

*Prerequisites:* CH 233, 241

*Corequisites:* CH 117-118

**Registration with instructor's approval only.**

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*Marc L. Snapper*

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

Required of all students in CH 241. 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.

*E. Joseph Billo*

**CH 355 Analytical Chemistry Discussion** (Fall: 0)

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

*E. Joseph Billo*

**CH 391-392 Undergraduate Research I and II** (Fall/Spring: 3)

*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 Advanced Independent Research** (Fall/Spring: 3)

Formerly known as Scholar of the College

See the 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.

*David L. McFadden*

**CH 511-512 Electronics Seminar I and II** (Fall/Spring: 0)

*Richard Pijar*

**CH 515 Biochemistry Discussion I and II** (Fall/Spring: 0)

*The Department*

**CH 591-592 Introduction to Chemical Research I and II**

(Fall/Spring: 3)

**Seniors only**

**Arrangement with an individual faculty member and department permission are required.**

**This is a two-semester course and may not be taken for only one semester.**

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

*The Department*

**CH 593-594 Introduction to Biochemical Research I and II**

(Fall/Spring: 3)

**Seniors only**

**Arrangement with an individual faculty member and department permission are required.**

**This is a two-semester course and may not be taken for only one semester.**

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

*The Department*

**Undergraduate and Graduate Course Offerings****CH 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.

*Amir Hoveyda*

**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 stereoelec-

tronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

*Lawrence T. Scott*

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

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

*John Boylan*

**CH 544 Modern Methods in Organic Synthesis II (Fall: 3)**

*Prerequisite:* CH 531

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

*Amir Hoveyda*

**CH 556 Advanced Chemistry Laboratory (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.

*Kenneth R. Metz*

**CH 560 Principles of Chemical Biology (Fall: 3)**

*Prerequisite:* Students need a year of organic chemistry.

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

*Shana O. Kelley*

*Larry W. McLaughlin*

**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 564 Physical Methods in Biochemistry (Spring: 3)**

*Prerequisites:* CH 561 or BI 435, CH 473 or CH 575

This course will cover the practical use of modern physical techniques for determining the structure of biological macromolecules and assemblies. Topics will include absorption, fluorescence, CD, and NMR spectroscopy; diffusion, sedimentation, and ligand binding; fiber, membrane, and crystal diffraction; cryo-electron microscopy, and scanning probe microscopy.

*Mary F. Roberts*

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

This course will survey the chemical properties and biological functions of DNA and RNA, with special attention to recent developments that have offered insight into the roles of nucleic acids as substrates and catalysts in transcription, translation, and RNA processing. An introductory level course in biological chemistry is suggested.

*Shana O. Kelley*

*Larry W. McLaughlin*

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

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

*Larry W. McLaughlin*

**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.

*Udayan Mohanty*

**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 577-578 Physical Chemistry Discussion I and II (Fall/Spring: 0)**

*The Department*

**CH 589 NMR Macromolecular Structure Determination (Spring: 3)**

*Joyn Boylan*

**Graduate Course Offerings**

**CH 672 Quantum Chemistry and Spectroscopy (Fall: 3)**

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

*John T. Fourkas*

**CH 777 Polymer Dynamics (Spring: 3)**

*Udayan Mohanty*

**CH 799 Reading and Research (Fall/Spring: 2)**

**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 800 Reading and Research (Spring: 3)**

**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

*The Department*

**CH 801 Thesis Seminar (Fall/Spring: 3)**

Lab fee required

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*The Department*

**CH 802 Thesis Direction (Fall/Spring: 0)**

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department*

**CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)**

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

*The Department*

**CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)**

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

*William H. Armstrong*

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

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

*Lawrence T. Scott*

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

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

*Shana O. Kelley*

**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.

*Udayan Mohanty*

**CH 888 Interim Study (Fall: 0)**

*The Department*

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

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

*The Department*

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

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of

interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

*The Department*

**CH 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Classical Studies**

**Faculty**

**Dia M.L. Philippides**, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern, Jr.**, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**David H. Gill, S.J.**, *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**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, gill@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, (4) courses in Modern Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy and religion.

**Major Requirements**

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

**The Minor in Ancient Civilization**

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

dent 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, 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.

#### Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Each student is examined individually, and based on their academic records and the specific program, he/she is advised accordingly. Students should arrange to meet with Charles Ahern, Chairperson when planning to study abroad.

#### Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2002-03, for example, Modern Greek Drama in English (CL 166) 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 Lynch School Graduate Programs in cooperation with the Department of Classics.

#### Requirements for the M.A. Degree

Candidates must complete thirty (30) credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

#### Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch 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. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the department Chairperson of the Department of Classical Studies, and refer to the Lynch School Graduate Programs section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at 617-552-4214.

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

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy and Ovid), the historians Livy and Tacitus, and the novel. The Departments of Philosophy, Theology, and Slavic and Eastern Languages also offer courses in relevant areas of the ancient world.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.  
**CL 010-011 Elementary Latin (Fall/Spring: 3)**

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

*David Gill, S.J.*  
*Robin Orttung*

**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 (Fall/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.

*Maria Kakavas*

*John Shea*

**CL 166 Modern Greek Drama in English (Fall: 3)**

**Cross listed with EN 084.03**

**Satisfies Literature Core Requirement**

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 Wedding Band* (D. Kehaidis), *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 186 Greek Civilization (Fall: 3)**

**Offered Biennially**

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

*David Gill, S.J.*

**CL 210 Justice in Ancient Greece (Spring: 3)**

**Cross listed with PL 210 and TH 211**

The aim of the course is to trace the Greek concept of justice from Homer to Aristotle, from the rough, unsystematic notions implicit in Epic and Tragedy to the discussions of the Philosophers. Topics will include violence, revenge, morality and the gods, and the administration of justice. Lectures and readings will be based on selections from Homer, Hesiod, Aeschylus, Sophocles, Euripides, Thucydides, Plato, and Aristotle.

*David Gill, S.J.*

**CL 212-213 Art of Ancient Mediterranean World I and II (Fall/Spring: 3)**

**Cross listed with FA 211-212**

See course description in the Fine Arts Department.

*The Department*

**CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)**

**Cross listed with EN 084.06**

**Satisfies Literature Core Requirement**

We have two fundamental aims: to explore the process of reading literary texts closely and analytically and to explore the tradition

of heroic or "epic" poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War, but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.

*Charles Ahern, Jr.*

**CL 219 Greek Art and Archaeology (Fall: 3)**

**Cross listed with FA 311**

See course description in the Fine Arts Department.

*Kenneth Craig*

**CL 230 Classical Mythology (Fall: 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 relation 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 232 Ancient Comedy (Spring: 3)**

This class will focus on the comic drama of ancient Greece and Rome, particularly the plays of Aristophanes, Plautus and Terence. We will consider this literature alongside later works, especially that of Shakespeare and Molière, as well as comic films, particularly the works of Preston Sturges, the Marx Brothers, and Woody Allen. A component of the class will involve performances: all students will participate in at least one scene, whether acting, directing or managing props.

*Christopher McDonough*

**CL 244 Women in the Greek Cultural Spectrum (Spring: 3)**

**Cross listed with EN 183**

The course will explore the status of women as seen by such authors as Homer, Hesiod, Semonides, Sappho and Plato as well as some playwrights and contemporary Greek writers. A wide range of topics will be discussed from the above selected readings. There will be a focus on roles and relationships between gods and goddesses, husbands and wives, mothers (parents) and children as part of the societal structure.

*Maria Kakavas*

**CL 262 Roman Civilization (Spring: 3)**

*Charles Ahern, Jr.*

**CL 275 Greece Viewed Through Her Films (Spring: 3)**

The course looks at Greece through the medium of films made chiefly by internationally known Greek filmmakers. We shall discuss the historical and political events behind the films, read scenarios and literary prototypes, and try to understand the comments being made on the internal workings of Greek society and on the relation of Greeks to foreigners. The course may provide an opportunity for contrasting these films with other views of Greece and for comparing them with films of other countries. Almost all the films viewed will have English subtitles so that knowledge of modern Greek is not needed.

*Dia M.L. Philippides*

**CL 390-391 Reading and Research (Fall/Spring: 3)**

*Charles F. Ahern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

*Christopher McDonough*

**Undergraduate and Graduate Course Offerings****CL 070-071 Intermediate Modern Greek (Fall/Spring: 3)**

*Prerequisites:* CL 060-061 or equivalent

**Offered Biennially**

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

*Maria Kakavas*

**CL 262 Roman Civilization (Spring: 3)**

A broad-scale inquiry into Roman historical experience, understanding “Roman” to include not only citizens of Rome, but the various peoples who came to live under Roman rule, and understanding “historical experience” to include art, literature, and religion as well as political development and social and economic life.

*Charles F. Ahern, Jr.*

**CL 329 Ovid’s *Metamorphoses* (Fall: 3)**

Reading (in Latin) and discussion (in English) of selected stories from Ovid’s long poem about bodily transformations in the world of ancient myth. Consideration of the poem in both its literary and its historical contexts. What to make of a narrative of instability amidst the increasing rigidity of the late Augustan principate?

*Charles F. Ahern, Jr.*

**CL 384 Christian Latin (Spring: 3)**

**Cross listed SL 384**

See course description in the Slavic and Eastern Languages Department.

*Michael J. Connolly*

**Graduate Course Offerings****CL 307 Aeschylus: *Agamemnon* (Fall: 3)**

Aeschylus’ tragedy *Agamemnon* will be read in the original. Topics for discussion will include the nature of families; fate, the gods, sacrifice; the function of the chorus; language and style. Secondary scholarship will be consulted.

*Dia M.L. Philippides*

**CL 315 Homer: *The Odyssey* (Spring: 3)**

*Prerequisite:* Two years of Greek or the equivalent. Consult professor before registering.

The aim of the course is to read together the entire *Odyssey* at the rate of roughly one book per two-hour meeting. It is not expected that every student will be able—initially at least—to translate a whole book for each class. Do as much as you can and watch us do the rest—and continue to improve from week to week.

*David Gill, S.J.*

**CL 334 Plautus and Terence (Spring: 3)**

Reading and discussion of Roman comedies from the second century B.C. We shall study both internal questions of comic structure, technique, humor and staging, and external questions of a play’s relation to the Roman social world in which it was written and to the Hellenistic literary context of the New Comedy from which Roman comedy developed.

*Christopher McDonough*

**CL 346 Latin Prose Composition (Spring: 3)**

A firm knowledge of Latin grammar at the intermediate level is required; students who have not previously taken an advanced course in Latin should consult with the instructor before enrolling.

Practice in both the analysis and the composition of Latin prose with an emphasis on topics pertaining to sentence structure—word groups, coordination and subordination, parallelism.

*Charles F. Ahern, Jr.*

**CL 395 Caesar (Fall: 3)**

Careful reading, in the original, of *Bellum Gallicum*, Book I (entire) and selections from the rest of *BG* and *Bellum Civile*. Special attention will be paid to Caesar’s language and style as well as to his manner of telling the story of the Conquest of Gaul, which has been described by a modern historian as a “human, economic, and ecological disaster probably unequalled until the conquest of the Americas” (E. Badian, *OCD* [1994]).

*David Gill, S.J.*

**CL 790-791 Readings and Research (Fall/Spring: 3)**

*Charles F. Ahern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides.*

*Christopher McDonough*

**CL 888 Interim Study (Fall/Spring: 3)**

*Charles F. Ahern, Jr.*

**Communication****Faculty**

**Dorman Picklesimer, Jr.**, *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Mary T. Kinnane**, *Professor Emerita*; A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

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

**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*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

**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

**Greg Elmer**, *Assistant Professor*; B.A. Concordia University; M.A., Ph.D., University of Massachusetts

**Elfriede Fursich**, *Assistant Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D. (cand.), University of Georgia

**Ekaterina Haskins**, *Assistant Professor*; B.A. Moscow State University; M.A., Wake Forest University; Ph.D., University of Iowa

**Bonnie Jefferson**, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

**Michael Keith**, *Adjunct Assistant Professor*; B.A., M.A., University of Rhode Island

**Pamela Lannutti**, *Assistant Professor*; B.A., LaSalle University; M.A., Ph.D., University of Georgia

**Dana Mastro**, *Assistant Professor*; B.A., University of California, Los Angeles; M.A., Ph.D., Michigan State University

**Susannah Stern**, *Assistant Professor*; B.S., Northwestern University; M.A., University of Washington; Ph.D., University of North Carolina

**William Stanwood**, *Lecturer*; B.S., Ithaca College; M.Ed., Ed.D. (cand.), Boston University

**Departmental Notes**

- Department Counselor: Roger Woolsey, Lyons Hall 302D, 617-552-6148, roger.woolsey@bc.edu
- Department Administrator: Mary Saunders, Lyons Hall 215B, 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>
- Faculty E-mail: Communication faculty members can be reached using the following e-mail format: [firstname.lastname@bc.edu](mailto:firstname.lastname@bc.edu)

### *Undergraduate Program Description*

The Department of Communication is concerned with the study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to study more applied areas such as advertising, digital communication, journalism, public relations, radio and television. The department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

### **Requirements for the Communication Major**

Students must complete eleven—eight required and three elective—courses to major in communication. While the department will transfer communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

#### **Common Requirements (4):**

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

#### **Distributed Requirements (4):**

- Cluster Area Requirements—Choose one of the following courses: CO 105 Interpersonal Communication, CO 249 Communication Law, CO 250 Mass Communication Ethics, CO 251 Gender and Media, CO 255 Media Aesthetics, and CO 263 Media, Law and Society
- Theory Requirement—Choose one of the following courses: CO 372 Mass Communication Theory, CO 375 Argumentation Theory, CO 377 Visual Communication Theory, and CO 378 Rhetorical Theory
- Writing-Intensive Seminars (2) Choose two of the following courses: CO 425 Broadcast Century Issues, CO 426 Television and Society, CO 429 Globalization and the Media, CO 440 Communication and Theology, CO 441 Men, Women and Popular Culture, CO 442 Intercultural Communication, CO 443 Ethical Considerations in the Mass Communication, CO 445 Freedom of Expression, CO 447 Communication Criticism, CO 448 Television Criticism, CO 449 Crisis Communication, CO 451 Gender Roles and Communication, CO 452 Political and Social Communication, CO 456 Relational Communication, CO 458 Radio in Culture and Society, CO 460 Seminar: Fiction, Film and Video, and CO 470 Capstone: Conflict, Decision and Communication

### **Electives (3)**

The other three courses are electives and students may select these courses based upon their interests and objectives. Any three-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

### **Information for First Year Majors**

Freshmen and sophomores can declare the Communication major in Lyons 215B. Juniors and seniors should schedule an appointment with the department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed both Rhetorical Tradition and Survey of Mass Communication.

### **Information for Study Abroad**

Students must complete seven communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking. The seven course requirement can be met by any one the following:

- taking seven communication courses at Boston College
- counting communication courses and approved summer school courses
- taking five communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information and departmental approval contact the department's counselor.

### **Internship Program**

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

CO 590 Media Workshop, a three credit course, is open to communication majors who have senior standing and a 3.0 grade point average (or a 2.8 overall with a 3.2+ in the major). In addition, potential interns must have completed a minimum of six courses in Communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

### **Honors Program**

Juniors with an overall grade point average of 3.5 or higher are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program.

### *Undergraduate Course Offerings*

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

### **CO 010 The Rhetorical Tradition (Fall/Spring; 3)**

#### **Required course for all Communication majors**

This is an introductory course that is designed to examine the classical periods of rhetoric as well as during the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a founda-

tion 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.

*Dana Mastro*

**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 focuses on theory and research concerning communication in everyday interactions. First, the course includes perspectives on the self as it is influenced by and influences communication. Second, the basic aspects of message production and understanding will be discussed. Lastly, the course focuses on communication in relational contexts. Students in the course are encouraged to evaluate their own communication practices and practice effective communication skills.

*Pamela Lanutti*

**CO 105 Elements of Debate (Fall/Spring: 3)**

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic. A comprehensive final examination covering class lectures will be given.

*Stefan Bauschard*

**CO 120 Blacks in Electronic Media (Fall: 3)**

**Cross listed with BK 234**

See course description in the Black Studies Department.

*Lawrence Watson*

**CO 204 Art and Digital Technology (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

**Cross listed with FS 276**

See course description in the Fine Arts Department.

*Karl Baden*

**CO 220 Radio Operations and Production (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 plan-

ning 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**

See course description in the Fine Arts Department.

*Adam Bush*

*James Ferguson*

*Carl Schmidt*

**CO 225 Broadcast Management and Sales (Fall/Spring: 3)**

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway and the projected 500 channel universe, which shall further intensify the competition prevalent in the electronic media field.

*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 last third of this course.

*James Dunford*

*Christine Caswell McCarron*

*William Stanwood*

**CO 230 News Writing (Fall/Spring: 3)**

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

*Joe Bergantino*

*Jack Izzo, S.J.*

**CO 231 Feature Writing (Fall/Spring: 3)**

*Prerequisite:* CO 230

This is a course on contemporary feature writing: literary non-fiction journalistic writing based on solid reporting. The course's emphasis is on writing—writing stories editors will want to print

and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are applicable to writing nonfiction books.

*Jack Izzo, S.J.*

*Jon Marcus*

*Jody Olsen Agraz*

**CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)**

*Prerequisites:* CO 227, CO 230, or CO 231

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed as will the role of the business office where it intersects with the management of the newsroom.

*Thomas Mulvoy*

**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.

*William Ebben*

*John Kiley*

*Peter Woloschuk*

**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. Students will produce individual advertisements, critique their own and others' work, and develop a final strategic creative campaign utilizing theory and design research discussed in class. 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-Kraus*

*Alison Mills*

*Jody Olsen Agraz*

*Doug Quintal*

**CO 245 Advanced Public Relations (Fall/Spring: 3)**

*Prerequisite:* CO 240

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

*John Dunn*

**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 251 Gender and Media (Fall: 3)**

This course examines the representation of gender in the U.S. media, focusing primarily on television and film genres such as the situation comedy, soap opera, talk show, action film, thriller, and the "women's" film.

*Lisa Cuklanz*

**CO 259 Cyberlaw (Spring: 3)**

This course will study the extension of communication law to the Internet, assess a range of pending proposals for new laws designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, intellectual property, commercial speech and spam, schools and libraries, and international issues.

*Dale Herbeck*

**CO 263 Media, Law, and Society (Fall/Spring: 3)**

*Prerequisite:* CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication

This course is designed to examine the interaction among new forms of technology, the legal system, and the changing nature of society. The course seeks to explore the contours of the "Information Society" and to analyze the transformations that are occurring as the word "communication" takes on a broader meaning than it possessed during the twentieth century. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the "Information Society."

*Donald Fishman*

**CO 270 Linguistics and Communication (Spring: 3)**

**Cross listed with SL 281**

See course description in the Slavic and Eastern Languages Department.

*M.J. Connolly*

**CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)**

This course focuses on the complexities of programming 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 285 Cultural Diversity in Media (Spring: 3)**  
**Satisfies Cultural Diversity Core Requirement**

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.

*Marilyn Matelski*

**CO 296 Internet and Society (Fall/Spring: 3)**

The course begins with a discussion of the Internet as both a technological and cultural phenomenon. The course continues to investigate how the seemingly anarchic and chaotic network of computers, texts, and hypertextual links is, in fact, increasingly regulated by on-line communities, various levels of government, and the computer and Internet industries. Finally, the course concludes with a series of case studies that illuminate ongoing social and political debates about the future of the Internet in American society.

*Greg Elmer*

**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 on the Internet, (3) set up one's own Web page, and (4) analyze Web pages for certain purposes. Theoretical and philosophical issues regarding the WWW will also be explored.

*Robert Herbstzuber*

*Scott Kinder*

*David McIntyre*

*Barbara Restaino*

**CO 300 Advanced Advertising (Spring: 3)**

*Prerequisites:* Permission of instructor plus CO 235, CO 236, and CO 377.

Utilizing integrated marketing communication principles, students will prepare an advertising campaign for the American Advertising Federation's national competition. The course will augment students' abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring.

*Roger Woolsey*

**CO 350 Communication Research Methods (Fall/Spring: 3)**

**Required course for all Communication majors starting with Class of 2006**

This course will equip students with a veritable toolbox of methods for researching mass media and their audiences. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.

*The Department*

**CO 372 Mass Communication Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

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

*Dana Mastro*

*Marilyn Matelski*

*Anne Sears*

**CO 375 Argumentation Theory (Fall: 3)**

**Satisfies the required theory course in the Communication major**

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.

*Ekaterina Haskins*

**CO 377 Visual Communication Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

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

*Ann Marie Barry*

**CO 378 Rhetorical Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

*Roger Woolsey*

**CO 400 Advanced Video Production (Spring: 3)**

*Prerequisites:* Permission of instructor plus CO 227 Broadcast Writing, CO 222 Studio TV Production, and CO 223 TV Field Production.

This course will enable you to hone the skills you learned in the Broadcast Writing, Studio Television Production, and Television Field Production courses. You will produce a real television program for a real client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show. All these steps will be accomplished with the approval of your clients. They will give you the "big yes" or the "big no" as to whether your finished product has succeeded or failed.

*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.

*Jon Sage*

*Lloyd Thayer*

**CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)**

*Prerequisite:* CO 298 or equivalent experience and knowledge

Today, most industries and organizations are not only managing their Web sites, but more and more heavily relying on the Web and digital communications. This course is designed for students to get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge in the WWW and digital communications.

*Nicole Malec*

**CO 425 Broadcast Century Issues (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an

assessment of the major issues and events that have helped form twentieth century broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith*

**CO 426 TV and Society (Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This writing-intensive course will provide a forum for investigating the role of television in our society. We will examine such topics as the use of violence on TV, the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of TV on our culture.

*William Stanwood*

**CO 429 Globalization and the Media (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

The course will question the cultural impact of globalization on both the traditional centers (Hollywood, New York, London, Paris, Hong Kong, Tokyo) and peripheries of media production (Central America, the Arctic, the Australian "outback," Africa, India, Eastern Europe, the Middle East and China). The course will touch on topics such as the shifting definitions of cultural imperialism, the role of the United Nations in regulating cultural programming, the debate over national and cultural protectionism, the globalization of news and information services, the globalization and commercialization of sports programming, and the proliferation of satellite and Internet technologies.

*Elfriede Fursich*

**CO 441 Men, Women and Popular Culture (Fall/Spring: 3)**

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

This class explores how communication practices shape our conceptions of others and ourselves as gendered individuals. We will focus on how popular culture, in particular, often promotes our acceptance of various gender roles as normal and inherent. We will address masculinity and femininity in the context of television, film, music, music videos, novels, comic books, advertising, sports media, and WWW. Evaluating representations of men and women in popular culture, and considering men and women as pop culture audiences, will be integral themes in this course.

*Susannah Stern*

**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.

*Vicki Karns*

*Marilyn Matelski*

*Xuejian Yu*

*The Department*

**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 communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

*Ekaterina Haskins*

*Bonnie Jefferson*

**CO 448 Television Criticism (Fall/Spring: 3)**

**Satisfies 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*

*Anne Sears*

**CO 449 Crisis Communication (Fall/Spring: 3)**

*Prerequisite:* It is recommended that students have completed CO 240 Public Relations before enrolling in Crisis Communication.

**Satisfies 1 of 2 writing intensive courses required within the Communication major**

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

*Donald Fishman*

**CO 451 Gender Roles and Communication (Fall/Spring: 3)**

**Satisfies 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 456 Relational Communication (Fall/Spring: 3)**  
Satisfies 1 of 2 writing intensive courses required within the Communication major.

This course examines communication in personal relationships with an emphasis on romantic relationships. We will explore the current relational communication literature following the basic model of initiation, maintenance, and deterioration. An emphasis is placed on identifying and understanding problematic situations and patterns in personal relationships.

*Pamela Lannutti*

**CO 458 Radio in Culture and Society (Fall/Spring: 3)**  
Satisfies 1 of 2 writing intensive courses required within the Communication major

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

*Michael C. Keith*

**CO 470 Capstone: Conflict, Decision and Communication (Fall: 3)**  
Cross listed with UN 510

Satisfies 1 of 2 writing intensive courses required within the Communication major  
For Seniors only

This seminar focuses on inevitable questions which underlie most undergraduate study, and which form the basis for critical decision making throughout our lives in work, personal relationships, citizenship and spiritual development. Seminar discussion will focus on inner and outer conflicts in competitive relationships, gendered discourse, concepts of justice, freedom and responsibility, and spiritual awareness.

*Ann Marie Barry*

**CO 485 Advanced Intercultural: studyabroad.com (Spring: 3)**  
*Prerequisites:* CO 442 or equivalent; enrolled in BC-sponsored international program; permission of instructor  
For a complete description of the course and its assignments, check the website <http://www2.bc.edu/~matelski>

This is a web-based, advanced intercultural communication course intended for those studying abroad. Offered by "permission only," students allowed into this class are strongly recommended to have taken CO 442 or its equivalent as a prerequisite, and should be enrolled in a BC-sponsored international program.

*Marilyn J. Matelski*

**CO 500 Debate Practicum (Fall/Spring: 1)**  
*Prerequisites:* Successful completion of CO 105 Elements of Debate, 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. This is a one-credit course.

*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.

*Roger Woolsey*

**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 may not be repeated.

By arrangement.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

*Roger Woolsey*

**CO 592 Honors Thesis (Fall/Spring: 3)**

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

*The Department*

**CO 593 Advanced Topics (Spring: 3)**

This course is an advanced seminar restricted to second-semester senior women's studies minors. Enrollment is by permission only.

*Lisa Cuklanz*

**CO 597 Readings and Research—Communications (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages.

*The Department*

**CO 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 Advanced Independent Research (Fall/Spring: 6)**  
Formerly known as Scholar of the College

*Donald Fishman*

*The Department*

## Computer Science

### Departmental Notes

- Department Secretary: Jane Costello, 617-552-3975, [jane.costello@bc.edu](mailto:jane.costello@bc.edu)
- World Wide Web: <http://www.cs.bc.edu>

### Undergraduate Program Description

The Computer Science Department offers programs in both the College of Arts and Sciences and the Carroll School of Management. This section describes only the programs in Arts and Sciences; consult 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 curriculum for the major in Computer Science is based upon current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The pro-

gram is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it 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 most students, the program requires completion of thirteen courses.

#### **Computer Science Component**

**For the class of 2004 and later**, the ten computer science courses required for completion of the major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- Computer Science I (MC 101 OR MC 140 but not both)
- Computer Science II (MC 102 OR MC 141 but not both)
- Computer Science III (MC 103 OR MC 697 credit for MC 697 and MC 101/MC 102 will not be granted)
- Computer Organization and Assembly Language (MC 160)
- Algorithms (MC 383)
- 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.

**For classes prior to the class of 2004**, the ten computer science courses required for completion of the major are grouped into two categories, five required core courses and five electives. The five required core courses are the following:

- Computer Science I (MC 140)
- Computer Science II (MC 141)
- Computer Organization and Assembly Language (MC 160)
- Algorithms (MC 383)
- Theory of Computation (MC 385)

Of the five electives, at least four 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 fifth 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 semester of discrete mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will 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.

Students must complete the discrete mathematics requirement with 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 (MC 160), Discrete Math (MT 245 or MC 248), 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 gain a deeper understand of computing technology. The major is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

#### **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 some prior programming experience or strong technical skills are encouraged to take Computer Science I (MC 101 or MC 140 but not both) their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., 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 (e.g., directly taking MC 102).

#### **Freshman Non-Majors**

The department offers three introductory courses in computer science: MC 021, MC 074, and MC 101. 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 101 course.

MC 101 is the introductory programming course. It is required of all Computer Science majors and minors (class of 2004 and later) and is a prerequisite for all advanced Computer Science courses. Therefore, students who wish to take more than one course in computer science will need to take MC 101 sometime. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in MC 074 before enrolling in MC 101.

**The Minor Program**

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

Six courses are required for completion of the minor, according to the following two requirement categories:

*Three Required Core Courses:* Computer Science I (MC 101 OR MC 140 but not both), Computer Science II (MC 102 OR MC 141 but not both), 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 101, 102, 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 designed carefully.

**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 T. Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Peter N. Ireland**, *Professor*; Chairperson of the Department; B.A., M.A., Ph.D., University of Chicago

**Marvin C. Kraus**, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

**Arthur Lewbel**, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

**Paul McNellis**, *Gasson Professor*; B.A., Boston College; M.Div., Weston School of Theology; Ph.D., Johns Hopkins University

**William B. Neenan, S.J.**, *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

**Joseph F. Quinn**, *Professor and Dean*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Fabio Schiantarelli**, *Professor*; B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics

**Uzi Segal**, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

**Christopher F. Baum**, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Hideo Konishi**, *Associate Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

**Douglas Marcouiller, S.J.**, *Associate Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

**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

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**Richard W. Tresch**, *Associate Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Ingela Alger**, *Assistant Professor*; M.S.C., Stockholm School of Economics, Sweden; Ph.D., Universite de Toulouse, France

**Fabio Ghironi**, *Assistant Professor*; M.A., Universita Bocconi, Italy; Ph.D., University of California, Berkeley

**Istvan Konya**, *Assistant Professor*; B.S., Budapest University of Economics; M.A., Ph.D., Northwestern University

**Tommaso Monacelli**, *Assistant Professor*; B.A., Universita Bocconi, Italy; M.A., Ph.D., New York University

**Catherine G. Schneider**, *Senior Lecturer*; Ph.D., Johns Hopkins

**Departmental Notes**

- Administrative Secretary: Kathy Tubman, 617-552-3670 (tubman@bc.edu)
- Administrative Graduate Secretary: Mary Foley, 617-552-3683 (foleym@bc.edu)
- Technical Word Processor: John Moore, 617-552-3684 (john.moore.5@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 and above. 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 math 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 Econometrics and the Honors Program generally. The honors candidate must complete a six-credit Honors Thesis (EC 497-498) in the senior year under the direction of a faculty member. Also, four elective courses numbered from EC 200 and above are required during the junior and senior years (not counting the two Senior Thesis or Scholar's Project courses).

**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 the 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: Ten courses (30 credits) in Economics, including Principles, Statistics, Micro Theory, and Macro Theory, are required of a double major.

**Economics Internship**

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form which can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by Professor Francis McLaughlin, Carney 130. After it is signed it should be sent to the student's class dean. At the end of the internship the agency supervisor must provide an evaluation to Professor McLaughlin. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

**CSOM-Economics Concentration**

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, students from the Carroll School of Management may choose economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and 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.

**Information for Study Abroad**

The department wishes to insure that students are able to complete the minimum requirements for the major in time for graduation. It prefers students to have 5 courses complete before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. In addition, those students planning to participate in the Departmental Honors Program are strongly advised to identify a

thesis topic and a faculty supervisor before going abroad; very tight deadlines during the fall semester of senior year make this advance planning essential.

Up to 2 of the 5 electives that are required for the Arts and Sciences Economics major may be taken abroad. CSOM economics majors and Economics minors are limited to counting one elective from abroad towards their degree requirements. It is important to note that the 2 theory courses, Micro and Macro Theory, must be done at BC.

There are many good economics programs offered through universities overseas; students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with particularly strong reputations in economics include the London School of Economics, University College London, and Queen Mary and Westfield in the United Kingdom; Trinity College Dublin in Ireland; Pompeu Fabra, Madrid Autonoma, and Madrid Computense in Spain; University of Amsterdam in the Netherlands; University of Parma in Italy; and Melbourne University in Australia.

Students must contact Peter Ireland, Chairperson, to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead, and plan their programs abroad with particular care.

### *Graduate Program Description*

The graduate program in economics is 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 economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement.

The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in microtheory (EC 740, 741), macrotheory (EC 750, 751), mathematics for economists (EC 720), statistics (EC 770) and econometrics (EC 771). The second year is devoted to electives. In addition to the department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

#### **M.A. Program**

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

#### **Admission Information**

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 application forms for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467. For further information, e-mail: foley@bc.edu. For up-to-date information including courses offered and course syllabi, consult the Economics Department webpage 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.

*Richard McGowan, S.J.*

#### **EC 157 Statistics—Honors (Spring: 3)**

*Prerequisite:* Calculus

A more intensive analytical treatment of the topics covered in EC 151.

*The Department*

#### **EC 199 Economics Internship (Fall: 1)**

*Francis M. McLaughlin*

#### **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 203-204 Microeconomic Theory—Honors Level (Fall/Spring: 3)**

*Prerequisite:* EC 131-132 and Calculus

A more intensive analytical treatment of the same material presented in EC 201-202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Ingela Alger*

*Fabio Schiantarelli*

**EC 228 Econometric Methods (Fall/Spring: 3)**

*Prerequisites:* Calculus, and EC 151, 155, or 157

**Enrollment limited; significant writing/research component.**

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

*Christopher Baum*

*The Department*

**EC 229 Economic and Business Forecasting (Fall: 3)**

*Prerequisites:* Calculus and EC 151, 155, or 157

**Cross listed with MD 606**

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

*Richard McGowan, S.J.*

**EC 232 American Economic History (Fall: 3)**

*Prerequisites:* EC 131-132

Study of the causes and social and institutional changes of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.

*James Anderson*

**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

**Enrollment limited; significant writing/research component.**

This course will 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 eco-

nomics. 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 271 International Economic Relations (Spring: 3)**

*Prerequisites:* EC 131-132

EC 271 is an introduction to international economic relations. The course is intended for international studies majors and requires permission of the instructor. Expectations are high in international studies, so the work load is ambitious. Topics include elements of game theory, the theory of international trade and trade policy, and the theory of open economy macroeconomic policy.

*James Anderson*

**EC 278 Environmental Economics (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 304 Macroeconomic Policymaking (Fall: 3)**

*Prerequisite:* EC 202 or EC 204

**Enrollment limited; significant writing/research component.**

This course studies macroeconomic policy in the United States over the past three decades. We will explore historical examples of macroeconomic problems and the policies that were used to confront them. Examples will include the military build up of the 1960's, the oil price shocks of the 1970's, the budget deficits of the 1980's, and the credit crunch of the early 1990's, among others. We will also examine the tools macroeconomists use in providing policy advice. A major component of the course will be frequent written assignments in which students assess macroeconomic conditions and provide policy guidance.

*Robert Murphy*

**EC 306 Economics of Asymmetric Information (Spring: 3)**

*Prerequisite:* EC 201 (203) and Calculus

**Formerly listed as EC 307 Contract Theory**

Many economic exchanges are characterized by informational asymmetries between the parties; for instance, a seller may have more information about the quality of the good it sells than the buyer. This class provides a set of tools to analyze such situations. After a general introduction to basic theory, the course will cover a number of applications, including health insurance, the internal organization of firms, regulation, and topics in industrial organization.

*Ingela Alger*

**EC 308 Game Theory in Economics (Fall: 3)**

*Prerequisite:* EC 201

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

*Hideo Konishi*

**EC 309 Introduction to Scientific Computation (Fall: 3)**

**Cross listed with MC 130**

**This course is required for students minoring in Scientific Computation.**

See course description in the Computer Science Department.

*Howard Straubing (Computer Science)*

**EC 310 Economic Psychology (Spring: 3)***Prerequisites:* EC 201-202 (EC 203-204)**Enrollment limited; significant writing/research component**

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. Much of the material comes from recent research. The psychological perspective comes mostly from the field of evolutionary psychology.

*Donald Cox***EC 311 Mathematics for Economists (Spring: 3)***Prerequisites:* Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

*Catherine Schneider***EC 315 Numerical Methods and Scientific Computation (Spring: 4)***Prerequisites:* MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor**Cross listed with PH 430**

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

**Enrollment limited; significant writing/research component.**

See course description in the Physics Department.

*David Broido (Physics)**Jan Engelbrecht (Physics)***EC 316 Advanced Scientific Computation (Fall: 4)***Prerequisites:* One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315; or permission of instructors.**Cross listed with PH 530**

See course description in the Physics Department.

*Christopher Baum (Economics)**David Broido (Physics)**Howard Straubing (Computer Science)***EC 327 Advanced Econometrics (Spring: 3)***Prerequisites:* EC 228 or equivalent, calculus and linear algebra**Enrollment limited; significant writing/research component.**

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.

*Christopher Baum***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/Spring: 3)***Prerequisites:* EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the

impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis McLaughlin***EC 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 355 Topics and Case Studies in Antitrust Law and Economics (Fall/Spring: 3)***Prerequisite:* EC 201 or EC 203**Enrollment limited; significant writing/research component.**

The course focuses on some of the principle issues in current antitrust law and public policy. Students will read articles and leading antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FERC); antitrust damages (causation and measurement); and determinants of executive compensation.

*James Dalton***EC 361 Monetary Theory and Policy (Fall/Spring: 3)***Prerequisite:* EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

*Hossein Kazemi***EC 364 Monetary and Fiscal Policy (Fall: 3)***Prerequisite:* EC 202 or EC 204**Enrollment limited; significant writing/research component.**

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanism through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

*Alicia Munnell***EC 365 Public Finance (Fall: 3)***Prerequisite:* EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

*Richard Tresch***EC 371 International Trade (Fall/Spring: 3)***Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study

of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*The Department*

*Istvan Konya*

**EC 372 International Finance (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Hossein Kazemi*

**EC 380 Capital Markets (Fall: 3)**

*Prerequisite:* EC 201 or EC 203 and EC 151 or EC 157

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere and anyone who has had basic finance would find about half of the topics redundant.

*Harold Petersen*

**EC 435 Capstone: Business as a Calling (Spring: 3)**

*Prerequisites:* EC 131-132

**Cross listed with UN 535**

**Enrollment limited; significant writing/research component.**

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? Does a view of business as a calling help us to bridge the spiritual and the temporal? 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?

*Harold Petersen*

**EC 497 Senior Honors Research (Fall: 3)**

This course provides guidance in developing a thesis topic and preparing a detailed proposal.

*Robert Murphy*

**EC 498 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* EC 497

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

**EC 601 Advanced Independent Research (Fall/Spring: 3)**

**Formerly known as Scholar of the College**

Required of all seniors seeking a degree with Advanced Independent Research 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*

**EC 740 Microeconomic Theory I (Fall: 3)**

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

*Marvin Kraus*

*Uzi Segal*

**EC 741 Microeconomic Theory II (Spring: 4)**

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

*Uzi Segal*

*Hideo Konishi*

**EC 750 Macroeconomic Theory I (Fall: 3)**

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

*Fabio Schiantarelli*

**EC 751 Macroeconomic Theory II (Spring: 4)**

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

*Fabio Ghironi*

*Tommaso Monacelli*

**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.

*Jushan Bai*

*Christopher F. Baum*

**EC 799 Readings and Research (Fall/Spring: 3)**

*Frank Gollop*

**EC 810 Social Choice and Justice (Spring: 3)**

*Uzi Segal*

**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*

**EC 822 Cross Section and Panel Econometrics (Fall: 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.

*Arthur Lewbel*

**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 (Fall: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi*

**EC 854 Industrial Organization II (Spring: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank M. Gollop*

**EC 861 Monetary Economics I (Fall: 3)**

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

*Fabio Ghironi*

**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 865 Public Sector Economics I (Spring: 3)**

This course covers most of the traditional topics in the subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive effects of taxation on labor supply, on intertemporal decisions, and

on risk-taking tax incidence, taxation and growth, and normative, second-best tax, and public expenditure theory, including cost-benefit analysis and public enterprise pricing.

*Richard Tresch*

**EC 866 Public Sector Economics II (Fall: 3)**

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the "new" political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for public goods, voluntary provision of public goods, and the regulation of externalities

*Richard Arnott*

**EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*Istvan Konya*

**EC 872 International Finance (Spring: 3)**

Analysis of macroeconomic adjustment in open economies with attention to foreign exchange markets, balance of payments, and the international monetary system.

*Tommaso Monacelli*

**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 E. Anderson*

**EC 885 Analysis of Labor Markets (Fall: 3)**

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis will be placed on specification and estimation of empirical models.

*Peter Gottschalk*

**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.

*Donald Cox*

**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 (Spring: 3)**

This course covers basic urban economic theory-spatial economics, housing, transportation, and local public finance.

*Marvin Kraus*

**EC 894 Urban Economics II (Fall: 3)**

This course covers a selection of more advanced topics in urban economic theory agglomeration, systems of cities, non-monocentric cities, non-competitive models of housing, transportation and the theory of the second-best, and the economics of downtown parking.

*Richard Arnott*

**EC 900 Third Year Thesis Workshop (Fall/Spring: 1)**

*Ingela Alger*

*Arthur Lewbel*

**EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)**

*Ingela Alger*  
*Arthur Lewbel*

**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*; B.A., M.A., Ph.D., University of Wisconsin

**Albert Duhamel**, *Professor Emeritus*; A.B., Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

**Joseph A. Longo**, *Professor Emeritus*; B.S., Ed.M., A.M., Rutgers University

**John McAleer**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

**Kristin Morrison**, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**John Fitzgerald**, *Associate Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**John F. McCarthy**, *Associate Professor Emeritus*; B.A., Harvard University; M.A., Ph.D., Yale University

**Daniel L. McCue, Jr.**, *Associate Professor Emeritus*; A.B., Boston College; M.A., Ph.D., Columbia University

**John H. Randall, III**, *Associate Professor Emeritus*; B.A., Columbia University; M.A., University of California at Berkeley; Ph.D., University of Minnesota

**Joseph A. Appleyard, S.J.**, *Professor and Vice President*; A.B., Boston College; Ph.D., Harvard University

**J. Robert Barth, S.J.**, *McIntyre Professor*; B.A., Ph.L., Bellarmine College; M.A., Fordham University; S.T.B., S.T.L., Woodstock College; Ph.D., Harvard University

**Rosemarie Bodenheimer**, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Mary Thomas Crane**, *Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

**Dayton W. Haskin**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Paul Lewis**, *Professor*; Chairperson of the Department; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Robin R. Lydenberg**, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

**John L. Mahoney**, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

**Suzanne M. Matson**, *Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**Frances L. Restuccia**, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Richard J. Schrader**, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**Judith Wilt**, *Professor*; A.B., Duquesne University; Ph.D., Indiana University

**Henry A. Blackwell**, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Amy Boesky**, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

**Robert L. Chibka**, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Paul C. Doherty**, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Elizabeth Graver**, *Associate Professor*; B.A., Wesleyan University; M.F.A., Washington University

**Carol Hurd Green**, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

**Marjorie Howes**, *Associate Professor*; B.A., University of Michigan; Ph.D. Princeton University

**Robert Kern**, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

**Elizabeth Kowaleski-Wallace**, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

**Paul Mariani**, *Associate Professor*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

**Philip T. O'Leary**, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**Kalpna Seshandri-Crooks**, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

**Robert Stanton**, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

**Laura Tanner**, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

**Laurence Tobin**, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

**Andrew J. Von Hendy**, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

**James D. Wallace**, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

**William T. Youngren**, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University; Ph.D., Brandeis University

**Rhonda Frederick**, *Assistant Professor*; B.A., M.A., Ph.D., University of Pennsylvania

**Paula Mathieu**, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

**James Najarian**, *Assistant Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

**Kevin Ohi**, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

**Carlo Rotella**, *Assistant Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

**Andrew Sofer**, *Assistant Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

**Min Song**, *Assistant Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

**James Smith**, *Assistant Professor*; B.A., M.A., University College, Dublin; Ph.D., Boston College

**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

**Susan Roberts**, *Lecturer*; B.A., St. Michael's College; M.A., Boston College

**George O'Har**, *Lecturer*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Ellen Donovan-Kranz**, *Lecturer*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

#### Departmental Notes

- Administrative Secretary: Harold Davis, 617-552-3701, [davishc@bc.edu](mailto:davishc@bc.edu)
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, [treseanne.ainsworth@bc.edu](mailto:treseanne.ainsworth@bc.edu)
- Department Secretaries: Melissa Cote, 617-552-3708, [melissa.cote@bc.edu](mailto:melissa.cote@bc.edu)  
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- 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.

#### Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty. Students may not take courses through the College of Advancing Studies for the purpose of fulfilling their English Core requirement.

#### EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a

workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

#### EN 080-084 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in four major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

#### 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 British or American literature
- 2 courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes. Students are reminded that courses taken through the College of Advancing Studies and/or over the summer cannot be counted toward the major. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.



### Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's department advisor by the end of the first semester of junior year.

### English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

### American Studies Program

The minor is committed to interdisciplinarity, meaning that it requires one to think beyond assumptions of any single department. The over-arching subjects an American Studies minor investigates are race, class, ethnicity and gender. But within these broadly defined categories, minors are exposed to a number of more explicit, and contentious, debates within the field of American Studies. By the end of the six-course sequence, minors can expect to have a working knowledge of these topics, and their significance to an understanding of American culture. Minors can elect to enroll in a special concentration in Asian American Studies. This concentration requires minors to take the requisite course in the minor, as well as five other pre-defined courses that specifically address Asian American identity, culture, history, gender and literary production within a larger discussion on race. Students interested in the American Studies program should contact Professor Carlo Rotella.

### Irish Studies

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

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

### Women's Studies

Please contact Professor Judith Wilt in the English Department.

### Creative Writing Concentration

The English Department offers a creative writing concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a 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 "Writing Workshop: Creative Nonfiction" to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

### Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry and Narrative and Interpretation, these students must fulfill the following requirements:

- 1 Pre-1700 class
- 1 Pre-1900 class
- 1 course on Anglophone or Ethnic American Authors
- 1 course on Women Authors
- 1 course on the History of Language/Grammar/Linguistics
- 1 course in Adolescent and Young Adult Literature
- 2 English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II and III) to fulfill some requirements. Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth.

### Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year. The department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

### Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country will be counted for major credit. These courses may be historical requirements as well as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the creative writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters, but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 448, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Mansfield and Manchester Colleges, Oxford University; King's College, Cambridge University; University College London (UCL), Queen Mary & Westfield (QMW), University of London;

Advanced Studies in England, Bath; Lancaster University; University of Glasgow; University College Dublin (UCD); Trinity College Dublin; NUI Galway; University of Paris.

#### 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.

#### 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, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the department's regular offerings; and three must be in the "Introduction to Advanced Research" course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations: a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program; the literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of study in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the

form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 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 Philip O'Leary, James Smith and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

#### Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to the Lynch School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

#### 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 second year, students will spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses: at least one semester of Freshman English, a course in the student's major field or subject area, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

**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, examination, or 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)**

A 15-student course designed to engage students with writing as a source of learning and a form of communication.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. 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)**

Satisfies Literature Core Requirement

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of "form." They include examples of forms from different literary periods to study their variety and development.

*The Department*

**EN 080.01 Literary Forms (Fall: 3)**

Satisfies Literature Core Requirement

This class literally ranges from Beowulf to Virginia Woolf — and beyond. The "form" in question is the epic, which we will explore in its amazing variety. We will read two translations — Robert Fitzgerald's elegant version of the *Aeneid* and Seamus Heaney's marvelously Irish new translation of *Beowulf*. The other works were written in English: John Barth's jokey American short stories build wryly on the epic tradition as does Woolf's entertaining English novel *Orlando*. Australian Les Murray's 1999 novel in verse *Fredy Neptune*, drawing on the super hero conventions of comic books, brings the epic up to date.

*John Anderson*

**EN 081 Literary Themes (Fall/Spring: 3)****Satisfies Literature Core Requirement**

These courses follow a particular “theme” through several genres and historical periods or cultures, focusing especially on elements in the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

*The Department*

**EN 081.01 Literary Themes (Fall: 3)****Satisfies Literature Core Requirement**

*Margarit Tadevosyan*

**EN 081.02 Literary Themes (Spring: 3)****Satisfies Literature Core Requirement**

This section of literary themes looks at the way various anglophone writers have used the body to explore issues of race, gender, spirituality, nation, family or society. Readings will include Shakespeare’s *Othello*, selections from Milton’s *Paradise Lost*, short stories by Flannery O’Connor and Salman Rushdie, George Meredith’s novel *Diana of the Crossways*, Nella Larsen’s novel *Passing*, William Gibson’s science fiction novel *Neuromancer*, and poetry by Sharon Olds and Dylan Thomas.

*Beth Bradburn*

**EN 081.05 Literary Themes: Class and Conflict (Fall: 3)****Satisfies Literature Core Requirement**

In this course, we will explore the intertwined issues of class struggle and international conflict as they appear in the writings of two critical periods in English history: the height of the Industrial Revolution and WWI. Class tension and the condition of the poor will be our theme as we read literature of the “Hungry ‘40s,” while our discussion of the early twentieth-century will focus on the treatment of war in literature. Readings will include: *Mary Barton*, Elizabeth Gaskell; *The Communist Manifesto*, Marx and Engels; *Major Barbara*, George Bernard Shaw; *Return of the Soldier*, Rebecca West; *Three Guineas*, Virginia Woolf; *The Waste Land*, T. S. Eliot; plus short works by Charles Dickens, D.H. Lawrence, and others.

*Colleen Lannon*

**EN 081.13 Literary Themes: House and Garden (Fall: 3)****Satisfies Literature Core Requirement**

Our houses define us as they tap into issues of identity, security, freedom, and our sense of belonging in the world outside. We will read about a range of “houses and gardens,” and their symbolic projections of self, as well as the evolving social meanings of home and property. In the works of Austen, Cisneros, Chekov, Dubus III, Forster, Shakespeare, and Wharton, we will read about the human efforts to obtain, maintain, and/or grow within an ownership of place. These works will give us an opportunity to discuss this theme and introduce others as we enjoy the fundamentals of great literature.

*Beth Dacey*

**EN 082 Literature and Society (Fall/Spring: 3)****Satisfies Literature Core Requirement**

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as “literature.”

*The Department*

**EN 082.02 Literature and Society (Spring: 3)****Satisfies Literature Core Requirement**

The weird sisters in *Macbeth*—as supernatural powers to be feared they are a bit old-fashioned—but they continue to have a powerful effect on readers of the play because of their profounder significances. This is why Shakespeare and also writers who live in more scientific ages—from Emily Dickinson to Toni Morrison to Tony Kushner—people their fiction, poetry, and drama with witches, ghosts, and other occult figures. Students in this course read the “ghost stories” of these great writers as incisive, but very indirect approaches to social issues like AIDS, the heritage of slavery, the psychology of political ambition, and the social and political roles of the arts.

*John Anderson*

**EN 082.03 Literature and Society: Staging the American Family (Fall: 3)****Satisfies Literature Core Requirement**

What makes an American family? Is the family a blessing or a curse? In this course we will read representative plays from the nineteenth and twentieth centuries to see how “family values,” together with our very notion of what constitutes a family, have shifted in response to changing social, cultural, and sexual mores. Our playwrights will include Eugene O’Neill, Arthur Miller, Tennessee Williams, Sam Shepard, Lillian Hellman, and Tony Kushner.

*Andrew Sofer*

**EN 082.05 Literature and Society (Fall: 3)****Satisfies Literature Core Requirement**

This course treats the subject of individual and group alienation from a number of related but separate vantage points—social, moral, political, religious, intellectual and economic. Readings will be examined critically (close reading) and contextually (culturally and historically); the hope is to strike a balance. Readings are: *Madame Bovary*, Flaubert; *Miss Lonelyhearts*, West; *Where I’m Calling From*, Carver; *The Great Gatsby*, Fitzgerald, and *The Complete Stories of Flannery O’Connor*.

*George O’Har*

**EN 082.06 Literature and Society (Spring: 3)****Satisfies Literature Core Requirement**

In this course we will be studying the bildungsroman, literature that considers the theme of “coming of age” or coming to awareness. The progress of an individual through social, sexual, racial, gender and familial influences will be tracked, looking in particular at the ways in which dialect, or, quite literally, the way one speaks, is a factor in both an individual’s self-perception and his/her evaluation by the community and society—how speech may affect one’s coming of age. Works will include: Roddy Doyle, *Paddy Clarke Ha Ha Ha*, Zora Neale Hurston, *Their Eyes Were Watching God*, Dorothy Allison, *The House on Mango Street*, Sandra Cisneros, *Maus*, D.H. Lawrence, *Sons and Lovers*, the medieval poem “Sir Gawain and the Green Knight,” and the poetry of Robert Burns and Alexander Pope.

*Sue Roberts*

**EN 082.08 Literature and Society—Love and Other Difficulties (Spring: 3)****Satisfies Literature Core Requirement**

Love is a subject that used to be worth studying and we once understood that this most basic of human emotions needed to be studied, not just felt, in order to better understand just what’s going on when we fall in love, when we suffer love. Taking stories, novels, plays and poetry from various sources, we’ll look at the history of romantic love from the Medieval troubadours (who, according to Nietzsche, invented romantic love) up to the present reordering of gender roles and how that effects and guides our loving.

*Tom Kaplan-Maxfield*

**EN 082.09 Literature and Society (Fall: 3)**  
**Satisfies Literature Core Requirement**

In this course we will explore the ways literature speaks—to us as readers; one literary work to another; and to big themes. Here we will study literature and its ways of engaging topic and theme through character and technique. We'll study various authors, from Homer to Becket, representing literature's range from oral tradition to contemporary written forms, including poetry, novels, drama and short stories.

*Eileen Donovan-Kranz*

**EN 082.13 Literature and Society: Literature and the Making of Identity (Fall: 3)**

**Satisfies Literature Core Requirement**

In this course, we will investigate how men and women have formed their identities—both as individuals and as a collective group. We will consider how social stereotypes have shaped our conception of “normal” gender stereotypes, and question if these “norms” have also caused social deviancy. Through the representations of a diverse array of identities in an assortment of “texts,” including novels, short stories, drama, film, and music, we will explore how such social forces as race, class, gender, religion, sexuality, ethnicity, and politics have shaped and allowed men and women to shape the boundaries of their identities.

*Diane Hotten-Somers*

**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 083.02 Literature: Traditions and Countertraditions: Faces of War: Writing and Rewriting War Literatures (Spring: 3)**

**Satisfies Literature Core Requirement**

By looking closely at both male and female responses to war—in short stories, novels, poetry, and drama—we will attempt to develop an understanding of what it means to write about war, how depictions of war shift over time and across cultures, and how writers work both with and against war-writing traditions in order to fashion and refashion wars of the past, present, and future. Our reading list may include such texts as *Beowulf*, *Henry V*, *A Farewell To Arms*, *The Peggitt Junction*, *The Things They Carried*, *A Clockwork Orange*, and *A Handmaid's Tale*.

*Trevor Dodman*

**EN 083.03 and 083.06 Literature: Traditions and Countertraditions: The Land of the Free: Native American and African American Stories (Fall: 3)**

**Satisfies Literature Core Requirement**

In this course we will be reading the stories of two groups of Americans whose freedom was taken from them. Native Americans were wrested from their homes and lands by the white Europeans who came to develop this country. African Americans were stolen from Africa and brought here to work as slaves. Their stories tell us about their cultures and the impact the loss of freedom had on them. Readings will include: Paula Gunn Allen's *Spider Woman's Granddaughters*, Silko's *Ceremony*, Douglass' *Life of an American Slave*, Morrison's *Beloved*, plus several films.

*Dorothy Miller*

**EN 083.04 Literature: Traditions and Countertraditions—Heroes (Spring: 3)**

**Satisfies Literature Core Requirement**

This course will consider the relationships between heroes and society. Do heroes' standards vary according to culture? Or do heroes have “a thousand faces,” but common characteristics? Authors include Morrison, Silko, King, Miller, and O'Brien.

*Bonnie Rudner*

**EN 083.09 Literature: Traditions and Countertraditions (Fall: 3)**

This course will explore the Native American text both in terms of its content and form and in terms of European expectations of such texts. Within the Native American tradition, we will move toward an analysis of the texts in terms of a masculine or feminine viewpoint. In order to provide a framework for our investigation, we will also look at some of the cultural and religious framework for the writings. Possible authors: Momaday, Silko, Erdrich, Alexie, and Allen.

*Dacia Gentilella*

**EN 084 Literatures of the World (Fall/Spring: 3)**

**Cross listed with CL 084/GM 084 / RL 084 / SL 084**

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 084.01 Literatures of the World (Spring: 3)**

**Cross listed with RL 393**

**Satisfies Literature Core Requirement**

**Life Stories**

**All texts will be read and conducted in English.**

See course description in the Romance Languages and Literatures.

*Matilda Bruckner*

**EN 084.03 Literatures of the World—Triumphs and Failings of Modern Man (Spring: 3)**

**Cross listed with GM 063.01**

**Satisfies Literature Core Requirement**

See course description in the German Studies Department.

*Christoph Eykman*

**EN 084.06 Literatures of the World (Spring: 3)**

**Cross listed with CL 217.01**

**Satisfies Literature Core Requirement**

**Heroic Poetry: Homer, Virgil and Beyond**

See course description in the Classics Department.

*Maria Kakavas*

**EN 084.20 Literatures of the World—Twentieth-Century Voices (Spring: 3)**

**Cross listed with SL 084.20**

**Satisfies Literature Core Requirement**

**All readings in English translation.**

See course description in the Slavic and Eastern Languages Department.

*Thomas Epstein*

**EN 093 Introduction to Modern Irish I (Fall: 3)**

This course continues in second semester as SL 028/EN 094.

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.

*Philip T. O'Leary*

**EN 094 Introduction to Modern Irish II (Spring: 3)**

*Prerequisite:* SL 027/EN 093 Introduction to Modern Irish I or equivalent

The continuation of 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.

*Philip T. O'Leary*

**EN 097-098 Continuing Modern Irish I and II (Fall/Spring: 3)**

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres. The primary focus of the course will be on the Irish of Conamara (County Galway), but other dialects will be studied as well, and some attention will be given to reading texts in the older Gaelic type in use through the 1940s.

*Donna Wong*

**EN 110 Classical and Biblical Backgrounds of English Literature (Fall: 3)**

The goals for this course include: (1) exposure to a broad range of Greek, Latin, and Hebrew literature in translation (myths, histories, authors, characters, plots, themes); (2) attentiveness to what is at stake, theoretically and practically, in translation; and (3) the development of comparatist practices of reading that respect cultural differences. Emphasis on the Homeric epics, Greek tragedies, the more conspicuously poetical parts of the Hebrew Bible, and the metamorphoses of the Greek and Hebrew traditions in the Roman world during the transition to the Common Era.

*Dayton Haskin*

**EN 113 Drama Survey I (Spring: 3)**

A comparative study of drama from two distinctive eras: fifth-century Athens and Elizabethan and Jacobean England. Works by Aeschylus, Sophocles, and Euripides will be examined as vehicles for contemporary performances in English; likely plays for consideration include *Prometheus Bound*, *Antigone*, *Hippolytus*, and the *Bacchae*. The second half of the course will take up Marlowe's *Dr. Faustus* against the backdrop of medieval morality plays, then consider two or three dramas by Shakespeare along with works by Jonson and Webster. Possibly the course will end with consideration of Dryden's *All for Love*.

*Dayton Haskin*

**EN 118 Essentials of English Composition (for Foreign Students) (Fall: 3)**

**Cross listed with SL 118**

**Exclusively for students whose native language is not English.**

**Enrollment by placement test only.**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

*Mary E. Hughes*

*Susan McEwen*

**EN 119 The Craft of Writing (for Foreign Students) (Fall/Spring: 3)**  
**Cross listed with SL 119**

**Satisfies Writing Core Requirement**

**Exclusively for students whose native language is not English.**

**Enrollment by placement test only.**

See course description in the Slavic and Eastern Languages Department.

*Mary E. Hughes*

*Susan McEwen*

**EN 120 The Study of Literature (for Foreign Students) (Fall/Spring: 3)**

**Cross listed with SL 120**

**Satisfies Literature Core Requirement**

**Exclusively for students whose native language is not English.**

**Enrollment by placement test only.**

See course description in the Slavic and Eastern Languages Department.

*Susan McEwen*

*Margaret Thomas*

**EN 123 Language and Ethnicity (Spring: 3)**

**Cross listed with SL 279/SC 275**

**Satisfies Cultural Diversity Core Requirement**

**Offered Biennially**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**EN 131 Studies in Poetry (Fall/Spring: 3)**

The goals of the course are: close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

*The Department*

**EN 133 Narrative and Interpretation (Fall/Spring: 3)**

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

*The Department*

**EN 141-142-143 American Literary History I, II, and III (Fall/Spring: 3)**

**Formerly known as Major American Writers I, II, and III**  
**Students need not take these courses in chronological order.**

**Satisfies the pre-1900 requirement**

American Literary History I, II, and III follow the development of American literature from 1620 to the present. American Literary History I deals with American literature up to 1865; American Literary History II with American literature from 1865 to 1914; American Literary History III with American literature from 1914 to the present.

*Henry Blackwell*

*Paul Lewis*

*Min Song*

*Christopher Wilson*

**EN 170 Introduction to British Literature and Culture I (Fall: 3)**  
**Fulfills the pre-1700 requirement**

This course offers a survey of British literature from Beowulf to Swift. This semester covers the Middle Ages, Renaissance, and

Restoration, exploring such texts and authors as Beowulf, Chaucer, Spenser, Shakespeare, Donne, Milton, Aphra Behn, and Daniel Defoe. Topics will include the history of the English language; the history of the book and print culture; courtly literature; the English Reformation; modes of exploration in the Renaissance; and the evolution of drama, romance, and narrative.

*Amy Boesky*

**EN 171 Introduction to British Literature and Culture II (Spring: 3)**

**Fulfills the pre-1900 requirement**

This course follows from Introduction to British Literature and Culture I, given the previous term. It will study British literature and culture from the mid-eighteenth century to the present. The course will look at fiction, poetry, and non-fiction prose in light of connections to British history and its cultural developments: economic, scientific, artistic, and social.

*Kalpana Seshadri-Crooks*

**EN 182 Irish Literature Survey: Beginning to 1800 (Fall: 3)**

*Philip O'Leary*

**EN 183 Women in the Greek Cultural Spectrum (Spring: 3)**

**Cross listed with CL 244**

See course description in the Classical Studies Department.

*Maria Kakavas*

**EN 201 Versions in Black (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

The phrase "Black Women's Writing" implies that such writing is a fixed, if not homogenous, "thing" that can be neatly defined and represented. Our course constitutes itself *against* this idea; rather than experiencing writing by black women as easily definable, we seek to represent "Black Women's Writing" as diverse, complicated, and contradictory. Reading these works will encourage us to re-examine notions of "blackness," gender, sexuality, community, and history. We will examine the varied genres black women writers use to articulate their experiences.

*Rhonda Frederick*

**EN 204 The Literatures of Homelessness (Fall: 3)**

"Homeless" is a term that came into common usage during the 1980s and has been used to describe everything from a temporary housing situation to a type of person who may or may not have a place to sleep. In this course, we will explore the development of various literatures surrounding homelessness—news account, policy studies, fiction, as well as writing (memoirs, editorials and poetry) by people identified to varying degrees with the term "homeless." This course will examine connections between how and by whom stories of homelessness get told and the material consequences of those stories.

*Paula Mathieu*

**EN 220 Classical Mythology (Fall: 3)**

**Cross listed with CL 230/PL 229**

See course description in the Classics Department.

*Christopher McDonough*

**EN 221 Introduction to Creative Writing (Fall/Spring: 3)**

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

*The Department*

**EN 229 Literature of the Other Europe (in translation) (Spring: 3)**

**Cross listed with SL 232**

**All readings in English translation**

**Offered Biennially**

See course description in the Slavic and Eastern Languages Department.

*Mariela Dakova*

*Cynthia Simmons*

**EN 230 Literature and Social Change (Spring: 3)**

This course will examine the possibility of using literature as a force of social change in the twentieth century. 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 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)**

**Cross listed with ED 140**

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, Bible stories about Moses, Exodus, etc) and secondary studies.

*Bonnie Rudner*

**EN 238 Medieval Women Writers (Spring: 3)**

**Fulfills pre-1700 requirement.**

This course examines female-authored texts from the Middle Ages, ranging in date from the eighth to the fifteenth centuries. This body of work is remarkable for its size and range, given the limitations on women's writing: we will read Anglo-Saxon nuns' letters, Old English "women's songs," biography, autobiography, saints' lives, fables, love poetry, mystical and visionary literature, utopian literature, and political theory.

*Robert Stanton*

**EN 241 Playwriting (Fall: 3)**

**Cross listed with CT 285**

See course description in the Theatre Department.

*Scott T. Cummings*

**EN 246 Introduction to Asian American Literature (Spring: 3)**

This course examines literary works by and about Asian Americans dating back to the early stages of Asian immigration to the United States (1850-1965) and ending at the present emphasis on coalition building. This course defines the term Asian American broadly and will discuss at length why this term has been adopted by so many different peoples.

*Min Song*

**EN 248 Playwriting II (Spring: 3)**

**Cross listed with CT 385**

See course description in the Theatre Department.

*Scott T. Cummings*

**EN 250 Approaches to Russian Literature (Fall: 3)**

**Cross listed with SL 306**

See course description in the Slavic and Eastern Languages Department.

*Cynthia Simmons*

**EN 255 Introduction to Post-Colonial Literature (Fall: 3)**

Colonialism is the domination of one country by another for economic and political advantage. In our last century, the British and French empires finally crumbled as colonized peoples over the world struggled for independence. This context of domination and struggle for freedom inspired a new wave of artists and writers who sought to explore and redefine issues of racial and ethnic identity, sexuality, and gender relations. Today the issues of American imperialism and economic domination are producing a whole new set of artistic concerns. We will read literature and films that directly respond to such power and domination.

*Kalpana Seshadri-Crooks*

**EN 257 Eighteenth Century Traveling Cultures (Spring: 3)**

*Elizabeth Wallace*

**EN 263 Nature in American Culture (Fall: 3)**

**Cross listed with BI 161**

See course description in the Biology Department.

*Matthew Kennedy*

*Charles Lord*

**EN 270 Reading and Teaching Young Adult and Adolescent Literature (Fall/Spring: 3)**

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing. Selected readings will include works regularly taught in the high school classroom.

*Amy Boesky*

*Bonnie Rudner*

**EN 285 Nineteenth Century Popular Genres (Fall: 3)**

British writers and readers consolidated and elevated the realistic and philosophical novel during the nineteenth century, but the era also saw the development of mass market readerships and a number of now-familiar popular culture genres—historical and Gothic fiction, science fiction and detective novels, which specialized in melodrama, adventure and romance. We'll begin our study of these developments with Walter Scott's *Ivanhoe* and Mary Shelley's *Frankenstein*, read stories by LeFanu, Rider Haggard, Margaret Oliphant and others, and conclude with the detective fiction of Arthur Conan Doyle and the scientific romances of H. G. Wells.

*Judith Wilt*

**EN 305 Literary Narrative in a Digital Age (Fall: 3)**

This course explores the ever-changing relationship between literature and digital technology in American culture. In the first half, writing assignments will help you develop your own understanding of key concepts and prepare you to construct your own research project. During the second part, you will locate outside sources, integrate them into successive drafts of your project, provide feedback on others' drafts, and eventually produce a "final" draft of a final group project. Throughout the semester, you will be asked to integrate technology in a number of your assignments.

*Jeanne Po*

**EN 309 James Joyce (Fall: 3)**

*Paul Doberty*

**EN 310 Shakespeare (Spring: 3)**

**Fulfills the pre-1700 requirement.**

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Elizabethan playhouses and companies; stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of the plays. Our plays will most likely include *Titus*

*Andronicus, Richard II, Henry IV Part One, A Midsummer Night's Dream, Hamlet, Othello, Measure for Measure, and The Tempest.* Since one learns much about Shakespeare on one's feet, students will be asked to collaborate on short scenes.

*Paul Doberty*

**EN 316 Chaucer (Fall: 3)**

**Fulfills pre-1700 requirement.**

The course will survey the poetry of Geoffrey Chaucer in the original Middle English, including a majority of the *Canterbury Tales* and *Troilus and Criseyde*. Among the ancillary readings are Boethius' *Consolation of Philosophy*, which is fundamental to an understanding of Chaucer, and C. S. Lewis' *Discarded Image*, which is a study of the medieval world view.

*Richard Schrader*

**EN 323 Maps and Meaning in Irish Culture (Spring: 3)**

This course will introduce students to Ireland's history and its culture via close analysis of a series of texts that feature maps or "map moments." Why have so many 20th-century Irish writers and artists turned to the map as metaphor, or chosen to thematise cartography in such cultural practices as poetry, novels, painting and sculpture? The interest in maps shown by Irish painters, sculptors, poets, dramatists and novelists has never been stronger. Why this enduring cultural curiosity in maps and the meanings they generate? Authors will include: Elizabeth Bowen, Flann O'Brien, Brian Friel, Ciaran Carson, and Eilís Ní Dhuibhne.

*Claire Connolly*

**EN 331 Irish Literary Renaissance (Fall: 3)**

The course will examine some of the key texts of this period, focusing on writings by J. M. Synge, W.B. Yeats, Lady Gregory and James Joyce. It will also critically examine the dominant preoccupations and assumptions that structure the writing of the Revival, and ask students to consider these in relation to the formal and stylistic innovations of the texts under discussion. Thematic issues to be considered include: the myth of the West in Irish culture, the changing role of women, attitudes to sexuality, class, heroism, violence and emigration.

*Claire Connolly*

**EN 340 Milton (Spring: 3)**

**Fulfills pre-1700 requirement.**

Readings in Milton's English poetry and prose, with emphasis on *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the personal and political imperatives felt by writers and readers during the English Revolution and after its failure.

*Dayton Haskin*

**EN 351 British Romantic Poetry (Fall: 3)**

**Fulfills the pre-1900 requirement.**

In this course we will read and discuss the poetry of Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism, that bring out the cultural, social, and historical contexts of the poems.

*Alan Richardson*

**EN 356 Nineteenth-Century Literary Protest (Fall: 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 358 Poets, Poems and Poetics (Spring: 3)**

An upper-division course for students interested in a rigorous and engaging encounter with the fine art of poetry. The course will study poems by major poets (Shakespeare, Donne, Milton, Pope, Wordsworth, Keats, Browning, Arnold, Dickinson, Yeats, and Eliot) from the tradition along with the work of a variety of more recent poets (Robert Frost, Wallace Stevens, Elizabeth Bishop, Louise Gluck, and Seamus Heaney). A special feature of the course will be regular reading and consideration of theories of poetry from as early as Aristotle to more recent developments like New Criticism to the latest historicist, deconstructionist and feminist approaches.

*John Mahoney*

**EN 359 Literature and Culture of the 1950s (Spring: 3)**

In this course we will examine a variety of fiction, nonfiction, and poetry, as well as film and other forms produced in the 1950s. Reading each artifact against its historical moment and against the other artifacts we analyze, we hope to discern how each of them expresses, addresses, or reflects the moment in which it was produced and consumed by Americans. We will build an increasingly complex and layered understanding of "The Fifties," a time of significant change not only in the social and cultural landscapes but in the ways that American culture took shape, circulated, and reached audiences.

*Carlo Rotella*

**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: Literary Realism and Social Protest (Spring: 3)**

**Fulfills the pre-1900 requirement.**

In this course, we will examine the Victorian novel as a vehicle for social protest. Particularly, we will explore the way authors engaged with, and challenged, the prevailing economic system that came into dominance during that century. But we will also consider broader social issues: poverty and education, the role of women in domestic and political spheres, and issues of empire. Authors will include Charles Dickens, Elizabeth Gaskell, Charlotte Bronte, George Eliot, Thomas Hardy, and George Gissing.

*Colleen Lannon*

**EN 370 Catholic Characters in Film and Fiction (Spring: 3)**

Within the general field of "religion and literature" the new field of "Catholic Studies" is now emerging. In that context this course is interested in the imagination and presentation of Catholic characters, and the character of "the Catholic" in modern culture, by writers and filmmakers in England and America over the past hundred years. We'll read classic stories by Joyce, Hemingway and Graham Greene, and more contemporary texts by Mary Gordon, Robert Stone, Louise Erdrich and others. Films include *Angels with Dirty Faces*, *Bells of Saint Mary's*, *Household Saints*, *Priest* and others.

*Judith Wilt*

**EN 374 Medieval Arthurian Literature (Spring: 3)**

Myth, legend, and history conspired to make the most popular and enduring set of characters in all of medieval literature. The stories of Arthur and Guinevere, the sorcerer Merlin, the lustful Uther Pendragon, Sir Gawain, Sir Lancelot, Sir Perceval, and the Knights of the Round Table exerted a fascination that has outlived most other popular literature from the Middle Ages. Texts and authors will include *Mabinogi*, *Culhwch*, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, Prose Vulgate, Alliterative and Stanzaic *Morte d'Arthur*, *Sir Gawain and the Green Knight*, Malory's *Morte d'Arthur*.

*Robert Stanton*

**EN 377 Modern Drama (Fall: 3)**

This course concentrates on the work of Ibsen, Chekhov, Strindberg, Glaspell, Wilde, Shaw, O'Neill, Brecht, and Beckett, dramatists who used theater to challenge conventional social and political arrangements and confront a more general crisis of faith. Topics include the transformation from melodrama to modern drama; the social consciousness of the modern stage; and female sexuality as a key subject of dramatic inquiry. While no previous theatrical background or experience is required, we shall emphasize reading drama for its performative qualities.

*Andrew Sofer*

**EN 379 Self-Conscious Fictions (Fall: 3)**

Most fictions try to make us forget they're fictions. This course will confront a variety of shorter and longer texts that, if they do that, also do the opposite, highlighting narrations' mechanics, the artifactuality of story, the inescapable mediation of narrators and conventionalized expectations. What are the uses and results of narrative self-consciousness? Must foregrounding literary artifice trivialize socio-political realities, psychological depths, and our own investment in invented stories; or can it undermine complacencies that keep us from apprehending them? What irreducibly matters in these fictions? What can they teach us about the hidden workings of other kinds of narrative?

*Robert Chibka*

**EN 382 Varieties of Shorter Fiction (Spring: 3)**

See course description in EN 379 above.

*Robert Chibka*

**EN 385 British Fiction 1790-1830 (Fall: 3)**

This course will introduce students to a number of key genres, including the novel of ideas, the novel of sensibility, Gothic fiction, the national tale and historical fiction. Novels in this period were highly sensitive to political events, and the course will chart a path from the radical fervor of Jacobean fiction to the counter-revolutionary strategies of writing post 1790s. Texts include: Mary Wollstonecraft, *Mary a Fiction* and *The Wrongs of Woman*; or *Maria, a Fragment*; William Godwin, *Caleb Williams*; Maria Edgeworth, *Belinda*; Sydney Owenson (Lady Morgan), *The Wild Irish Girl*; Walter Scott, *Waverley*; Jane Austen, *Mansfield Park*; Mary Shelley, *Frankenstein*.

*Claire Connolly*

**EN 388 Autobiography (Spring: 3)**

This course will pursue the tantalizing questions raised by the act of writing retrospectively about the self. How does memory work in the act of writing? Can autobiography tell the truth? What concepts of childhood and selfhood shape writers' autobiographies? What is the relation between the "I" who tells the story and the "I" who is its subject? Readings will be drawn from many periods and countries, and range from Jean-Jacques Rousseau's *Confessions* to Annie Dillard's *An American Childhood*.

*Rosemarie Bodenheimer*

**EN 392 Syntax and Semantics (Spring: 3)**

Cross listed with SL 344

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas***EN 393 Jane Austen and Her Contemporaries (Fall: 3)**

Satisfies the pre-1900 requirement.

A new historical analysis of Jane Austen's six major novels. Thinking about literature as social process, we will discuss the cultural work done by Austen and her contemporaries such as Maria Edgeworth, Hannah More, and Mary Wollstonecraft.

*Beth Kowaleski Wallace***EN 397 The Whitman Tradition (Spring: 3)**Our effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Whitman's *Leaves of Grass*, characterized by free verse, long lines, a radically democratic, anti-hierarchical ethos, and the call of the open road. To what extent, we will ask, do poets whose work looks very different from Whitman's still find a place in this tradition. Writers to be considered (other than Whitman) may include Emerson, Dickinson, Stevens, Williams, Ginsberg, Snyder, and others.*Robert Kern***EN 399 The City and American Literature (Fall: 3)**This course considers the place and meaning of cities in American fiction, poetry, and film in the 20th century—from Dreiser's *Sister Carrie* to *Blade Runner*, from London's "South of the Slot" to Lee's *Native Speaker*, from Sandburg's "Chicago" to Brooks' "The Third Sermon on the Warpland." We'll consider selected cases to see how writers and filmmakers engaged the formal, social, and conceptual problems posed by cities. We'll sample significant elements of American urban literature/history in exploring the fit between the hard facts of city life and the stories, images, and aesthetic choices that artists have imposed on them.*Carlo Rotella***EN 403 Faulkner, O'Connor, Percy and Wright (Spring: 3)**

A study of the role of character, in a world that is losing its ability to distinguish between good and evil, in four twentieth-century writers of the American South.

*Henry A. Blackwell***EN 410 American Fiction to 1860 (Fall: 3)**

The origin and development of the American tradition in the novel, from its local beginnings in sentimental fiction to its international triumph. We will read novels by such authors as Charles Brockden Brown, Lydia Maria Child, James Fenimore Cooper, William Wells Brown, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe and Henry James. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and "woman's fiction" will be considered. The aim of the course is to understand the work American novels have done in the development of American political and cultural life.

*James Wallace***EN 411 American Fiction 1860-1914 (Spring: 3)**

A survey of the development of the American novel from Realism to Post-Modernism, emphasizing the response of writers to historical and social conditions, the creation of the "modern" sensibility, and definitions and themes of postmodernity. We will be interested in such phenomena as the impact of journalism, film, and the growth of the mass audience. Authors may include James, Twain, Edith Wharton, Djuna Barnes, Hemingway, Faulkner, Nabokov, and Pynchon.

*James Wallace***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, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

*The Department***EN 416 The Epic Novel (Spring: 3)**The epic is an ambitious literary work that uses conventions established by Homer and Virgil to tell a story expressing the essential details of an entire civilization. For years an additional attribute of the epic was that it must be written in verse. But when Cervantes wrote *Don Quixote*, he showed that the epic could be written in the form of a novel. Students will read five epic novels, including works from the 18th, 19th, and 20th centuries, both English and American, by such novelists as Fielding, Woolf, and Ellison.*John Anderson***EN 418 Introduction to African American Literature (Fall: 3)**

Cross Listed with BK 106

See course description in the Black Studies Department.

*Joyce Scott***EN 422 Self and the City: A Personal Response (Spring: 3)**

Prerequisite: Philosophy Core Fulfilled

Cross Listed with PL 222

See course description in the Philosophy Department.

*Kathleen Hirsch***EN 434 Global Fiction (Spring: 3)**One of the striking effects of globalization in the literary realm has been the appearance of certain transnational features in experimental prose fiction. The course is a sampling of some of these significant global fictions. Prime candidates will include: Garcia-Marquez, *One Hundred Years of Solitude*, Calvino, *Invisible Cities*, Rushdie, *Midnight's Children*, Coetzee, *Waiting For the Barbarians*, Pamuk, *The Black Book*, Gao, *Soul Mountain* and Sebald, *The Emigrants*.*Andrew Von Hendy***EN 437 War Literature (Fall: 3)**

The epic of war confronted in the works of Crane, Remarque, Mailer, Shaara, Cornwell, Forester, Mc Aleer-Dickson, and in O'Brian's acclaimed Maturin-Aubrey saga.

*John Mc Aleer***EN 446 Experimental Writing (Spring: 3)***Robin Lydenberg***EN 462 Materialist Theory and Culture (Spring: 3)***Paula Mathieu***EN 463 Religious Dimensions of the Modern Novel (Fall: 3)**

This course will study novelists writing from different religious and national traditions: American Protestantism (Faulkner), Continental Judaism (Kafka), English Roman Catholicism (Greene), and Russian Orthodoxy (Dostoevsky). It will consider how the nature of an artist's work is influenced by his or her religious background, with some attention to the issue of the relationship between the religious imagination and the artistic imagination.

**EN 474 Black Women Writers (Spring: 3)**

Cross listed with BK 216

See course description in the Black Studies Department.

*Joyce Scott*

**EN 482 African American Writers (Spring: 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 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth-Century Dublin and Harlem (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

An examination of two ethnic renaissances in English-language theater and culture: the Irish dramatic movement of Yeats, Gregory, etc., and the Harlem Renaissance's dramatic wing, initiated by Du Bois. Problems to explore include the attempt to create a group identity, the dominant culture's exorcism of negative stage and media images, the rewriting of history, the place of dialect and folk material in dramas written for urban audiences, the relation of theaters to political movements, the friction with factions of the audience, and the divisive effect of plays of urban poverty.

*Philip T. O'Leary*

**EN 493 Shakespeare's England, 1450-1603 (Fall: 3)**

Cross listed with HS 429

See course description in the History Department.

*Burke Griggs*

**EN 494 Revolutionary Britain, 1603-1714 (Spring: 3)**

Cross listed with HS 430

Fulfills the pre-1700 requirement

See course description in the History Department.

*Burke Griggs*

**EN 499 Shakespeare and the Reformation (Fall: 3)**

Fulfills the pre-1700 requirement

A study of Shakespeare's plays and their background in the English religious/political setting. The course focuses on key works, comedies, histories, tragedies, romances, in which Shakespeare explores the rifts, traditions, revolutions, in his society. We will chart Shakespeare's evolving response to the world of Queen Elizabeth I and James I. Likely plays include: *Twelfth Night*, *All's Well That Ends Well*, *Othello*, *King Lear*, *Antony and Cleopatra*, *The Tempest*, *King Henry VIII*.

*Dennis Taylor*

**EN 502 Abbey Theatre Summer Workshop (Fall/Spring: 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 503 Ireland: The Colonial Context (Fall: 3)**

As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how

Irish culture manifests and/or resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity.

*James Smith*

**EN 508 Queer Theory (Spring: 3)**

*Kevin Ohi*

**EN 510 Contemporary American Women Writers (Fall: 3)**

This course explores literature written by American women since World War II. We will address textual and social concerns raised in works by Sharon Olds, Jhumpa Lahiri, Toni Morrison, Patti Kim, Marilynne Robinson, Lorrie Moore and others. In class, we will explore topics including female sexuality, the relationship between gender and issues of race, class and ethnicity, representations of the female body in pregnancy, birth and illness, mother/daughter relationships and the portrayal of the object world.

*Laura Tanner*

**EN 526 Shakespeare: Early Plays (Fall: 3)**

Fulfills pre-1700 requirement.

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include selections from his early comedies, histories, and tragedies including *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *Richard III*, and *Romeo and Juliet*.

*Mary Crane*

**EN 527 General Linguistics (Spring: 3)**

Cross listed with SL 311

See course description in the Slavic and Eastern Languages Department.

*Michael Connolly*

**EN 537 Aestheticism (Spring: 3)**

Exploring the movement known for its doctrine of "art for art's sake," we will examine aestheticist texts from (primarily) the turn of the century in England and America. Why do critics find aestheticism "morbid," "unhealthy," "unwholesome," and "insincere," and why are queer writers and readers often drawn to it as a mode of expressing their desires? What use have women writers made of aestheticism? Emphasizing the fascination in many decadent texts with the seductions of perverse sexuality, disease, crime, hysteria, and the unnatural, we will explore the links between such thematic concerns and aesthetic styles of artificiality, difficulty, and self-referentiality.

*Kevin Ohi*

**EN 544 Milan Kundera (Fall: 3)**

This course will cover all the works, including the literary criticism, of Milan Kundera. We will consider Kundera's aesthetic theory (his famous ambiguity), his depiction of women (in conjunction with some feminist theory), his angle on desire (with some psychoanalytic theory), and the political influence (which Kundera vociferously denies) on his writing (especially Communism in Czechoslovakia). We will also read Kundera criticism along the way, some Nietzsche, and view the film *The Unbearable Lightness of Being*.

*Frances Restuccia*

**EN 551 Literary and Cultural Theory (Spring: 3)**

For students seeking a challenge, planning on attending graduate school, and/or interested in contemporary theory, this interactive course will examine full-length studies as well as some essays and excerpted chapters in contemporary literary and cultural theory. While a strong psychoanalytic undercurrent runs through much of the material, a wide variety of theories will be covered. Theorists typically included are Kristeva, Lacan, Zizek, Butler, Bersani, Fanon, Bhabha,

Gilroy, and Foucault. This course is designed to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

*Frances Restuccia*

**EN 558 Victorian Poetry and Cultural Criticism (Spring: 3)**

This course will study the interrelationships between poetry and debates about society in the nineteenth century through such issues as education, the class system and the “two nations,” idealizations of past or future societies, religious doubt, the ideal role of women, and prosperity’s relationship to and decadence. We will read social critics, along them Carlyle, Thackeray, Ruskin, Martineau, Newman, and Walter Pater, alongside poets, including Tennyson, Barrett Browning, Dante and Christina Rossetti, Matthew Arnold, Swinburne, Dowson, and Hardy.

*James Najarian*

**EN 563 Gothic and Romantic Novel (Spring: 3)**

The late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, including the emergence of the Gothic, the historical novel, women’s domestic fiction, the psychological novel, and the ideological (propaganda) novel. Although best known for the achievements of Jane Austen and Walter Scott, the period also produced a number of strange and brilliant works that far too many readers miss out on. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Bronte, we will consider the novel from historical, ideological, feminist, and psychological perspectives.

*Alan Richardson*

**EN 571 Advanced Creative Non-Fiction: Writing About Place (Spring: 3)**

Through the reading and writing of creative non-fiction essays, this course will ask students to explore, chart, question and describe different places in the natural and human world. Students will write and radically revise three ambitious, sustained essays over the course of the semester: the first about a place in nature; the second about a place with strong personal associations; and the third (a researched/reported piece of immersion journalism) about a community or subculture. Readings will include work by Annie Dillard, Wendall Berry, Joy Williams, Edward Abbey, John McPhee, Ruth Behar, Joan Didion, Jamaica Kincaid and Barbara Ehrenreich.

*Elizabeth Graver*

**EN 577 Writing Workshop: Poetry (Fall: 3)**

A course in writing poetry in a variety of forms (including free verse). We’ll look at how poets approach voice, form, content, rhythm, image and metaphor, and try some increasingly complex exercises along these lines. But much of the time will be spent going over—both in class and in individual conferences—drafts of your poems. A final chapbook with ten finished poems and a short prose introduction will be due at term’s end. This chapbook, along with regular class participation, a journal of your own reading kept during the term, and your class exercises will determine your grades.

*Paul Mariani*

**EN 579 Writing Workshop: Fiction (Fall/Spring: 3)**

**Enrollment limited to 15.**

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students’ stories are texts for class discussion, a generous willingness to respond to others’ writing and to expose one’s own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are

expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

*Steve Almond*

*Robert Chibka*

*Michael Lowenthal*

**EN 582 Advanced Non-Fiction Workshop: Profiles and Personalities (Fall: 3)**

**Admission by permission of instructor only**

**Enrollment limited to 15 students**

A&E’s “Biography” and similar programs have renewed interest in the profile, a form that has long been a staple of literary non-fiction. This workshop focuses on ways of capturing, on the page, the vivid personalities of folks around us. Beginning with the skills of successful interviewing, the course progresses through various forms of documentary writing: the “testimonials” popularized by Stud Terkel’s *Working*; the composite “oral biographies” of “participatory journalism”; and finally the kind of extended personality profiles made famous by *The New Yorker*. Our subjects will range from prominent artists to “the woman on the street.”

*Michael Lowenthal*

**EN 591 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

*Frances Restuccia*

**EN 592 Advanced Non-Fiction Workshop: Childhood (Fall: 3)**

In this section we’ll explore a variety of areas that deal with the theme of childhood. We’ll also look at how memory functions in the writing and analyzing of childhood events, and how other writers have dealt with this. Coursework will consist of short papers each week for the first half of the semester, moving toward completion of a longer, 25 page (minimum) final document. Students will workshop their drafts and provide written feedback to their peers. Readings will include excerpts from memoirs and essays by Dorothy Allison, Michael Ondaatje, James Baldwin, Lorene Cary, Tobias Wolff, and John Updike.

*Susan Roberts*

**EN 595 Advanced Non-Fiction Workshop: Genre-Bending (Spring: 3)**

In this course, we will find threads and disparities between genres including memoirs, fiction, and personal essays. The goal is to understand the reasons certain texts defy categorization. Assigned readings will be chosen from toe-liners such as Dante, Borges, Eggers, Sebald, Capote, Genet, Stein, and Lydia Davis. Visionaries such as Rimbaud and Rilke will provide models of artistic breakthrough. During workshops and conferences, we will discuss stumbling blocks and strategies. Students will write and revise one or more pieces that above all, engage the reader. We will have guest lectures by professional writers of nonfiction and autobiographical fiction.

*Ricco Siasoco*

**EN 599 Undergraduate Reading and Research (Fall/Spring: 3)**

*The Department*

**EN 600 Honors Thesis (Fall/Spring: 3)**

*Judith Wilt*

**EN 601 Internship (Fall/Spring: 3)**

*Treseanne Ainsworth*

**EN 603 Seminar in College Teaching: Women’s Studies (Spring: 3)**

**Cross listed with HS 665**

See course description in the History Department.

*The Department*

**EN 607 Seminar: Henry James (Fall: 3)**

A writer of exquisite indirection and redoubtable subtlety, Henry James presents unique challenges and pleasures that make him a formidable yet peculiarly inassimilable presence in the traditions he inherits, transforms, or engages. He asks us to form new modes of reading, thwarting the tools we often use to make texts intelligible. In the semester's overview, we will immerse ourselves in close readings of his novels, tales, and theoretical and critical writing. Sometimes ravishing and always rewarding, James's writing is therefore also very difficult, and reading assignments will be dense and long.

*Kevin Ohi*

**EN 610 Transatlantic Romantic Poetry (Fall: 3)**

Romanticism was an international movement, spreading from Germany through England to the United States and changing as it went. This course juxtaposes poets of the Romantic tradition in America and England in order to compare important crosscurrents from Blake, Coleridge, and Wordsworth through Poe, Whitman and Lady Caroline Lamb, to Dickinson and Elizabeth Barrett, and such themes as romantic naturalism, the noble savage, revolution, the development of the poet's mind, and the supernatural.

*James Wallace*

**EN 611 Seminar: 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 Blackwell*

**EN 613 Seminar: British Literature in Global Context (Fall: 3)**

This course follows British literature over a long period of imperial expansion, colonial activity, and globalization, with a concluding glance at decolonization. We will read literary texts from the Renaissance through the nineteenth century with a range of questions regarding the relations of literature to empire, colonialism, and slavery in mind. Texts to be studied will most likely include Shakespeare's *Hamlet*, Behn's *Oroonoko*, Swift's *Gulliver's Travels*, selected Oriental tales and antislavery poems, slave narratives by Equiano and Prince, Shelley's *Frankenstein*, Conrad's *Heart of Darkness*, and one more recent work, Achebe's *Things Fall Apart*.

*Alan Richardson*

**EN 615 Advanced Fiction Workshop (Spring: 3)**

**Admission by permission of the instructor only.**

**Enrollment limited to 15.**

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 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 through the semester. Narrative preferences from the traditional to the experimental are welcome.

*Elizabeth Graver*

**EN 617 Advanced Poetry Workshop (Spring: 3)**

**Admission by writing sample only**

This is a workshop designed for those who already have some experience writing poetry, and who wish to work intensively on mat-

ters 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.

*Suzanne Matson*

**EN 618 Senior Seminar: Marck Twain and Charlotte Perkins Gilman (Fall: 3)**

A research seminar devoted to two of the most prolific and influential American writers at the turn of the twentieth century. After opening sessions focusing on biographical and autobiographical writings, personal letters, and family histories, students will spend several weeks in common readings from the diverse body of Twain and Gilman's work. The last phase of the seminar will be devoted to individual student projects.

*Christopher Wilson*

**EN 623 Seminar: The Novels of Dickens (Spring: 3)**

Popular showman and cultural critic, Charles Dickens was a national phenomenon: his novels defined a Victorian world teeming with energy but anxious about the very things it was celebrating—progress, national power, individual success, global commerce, personal desire. The seminar will share the work of studying the artist's development in the history of his times through Dickens' novels, journalism, autobiography. Novels—probably *Oliver Twist*, *Bleak House*, *Great Expectations*, *A Tale of Two Cities*, and *Our Mutual Friend*, as well as an "immersion" viewing experience of the Royal Shakespeare Company's video version of *Nicholas Nickleby*.

*Judith Wilt*

**EN 624 Reading Visual Culture (Fall: 3)**

This course is an introduction to some aspects of the emerging field of Visual Culture, with particular attention to conceptual art, photography and video, installation and performance art, texts incorporating word and image, advertising. Our readings will be organized thematically to touch on representations of race, gender, sexuality, class, power, and "ways of seeing." We will be exploring these issues across a range of disciplines: in philosophy, history, literature, aesthetics, psychoanalysis. Our readings will include theoretical and critical texts as well as primary material from the visual arts and from a variety of written genres.

*Robin Lydenberg*

**EN 625 Seminar: Toni Morrison (Spring: 3)**

*Rhonda Frederick*

**EN 627 Capstone: Ways of Knowing (Spring: 3)**

**Cross listed with UN 513**

This course looks at the working of memory and its transmutation into value-expressing narrative. We will explore the representation of public memory in writing, films, and material texts, and private memory of place, family, and the discovery of vocation as expressed in memoirs and diaries, oral history, photographs, and meditation. We will write about the ways in which gender, class, race, ethnicity and location affect interpretation of experience and construction of memory; observe and practice the languages available for the expression of memory; and seek ways in which the process of remembering can unfold toward the future.

*Carol Hurd Green*

**EN 628 Capstone: Five Heroic Americans (Spring: 3)**

**Cross listed with UN 531**

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson, sections of Mary Rowlandson's account of her

capture by the Quabog Indians. Students will discuss their findings in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.

*Robert Farrell, S.J.*

**EN 630 Capstone: Passages (Spring: 3)**  
**Cross listed with UN 538**

In our passages through this enigmatic world we reflect on the vision of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, short story, poetry and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, Anne Bradstreet, Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals: wholesome relationships, generous citizenship, spiritual development and joy in work.

*Robert Farrell, S.J.*

**EN 634 Twentieth Century Irish Poetry: Yeats and Heaney (Spring: 3)**

Between them, Yeats (1865-1939) and Heaney (b. 1939) span the twentieth century, standing as the twin peaks of Modern Irish Poetry. Yeats, Protestant and Anglo-Irish, began with the High Romanticism of the Celtic Twilight and then, in his forties, remade himself into one of our great Modern poets. Heaney, emerging from an Irish Catholic working-class background in a time of renewed bloodshed in Ireland, came to view his experience through the multiple lenses of Greek tragedy, Dante, *Beowulf*, and European totalitarianism. By force of their genius, each invented an Ireland for his own time.

*Paul Mariani*

**EN 635 Seminar: Los Angeles in American Literature (Fall: 3)**

This course explores ways in which concepts of L.A. have influenced our understanding of American literature and culture. We will read novels, and works of cultural criticism, watch films, and spend a good portion of this course on the literary, cultural, and critical output that surrounded the 1992 Los Angeles riots. Much of the material is on the widespread anxiety about immigration that has affected everyone who lives in Los Angeles, and about how artists and critics alike have sought to represent their city in the face of such anxiety.

*Min Song*

**EN 640 History and Memory in Modern Irish Literature (Spring: 3)**

This course will examine representations of history and memory in modern Irish fiction and memoir, through a wide-ranging selection of writings. Novels will include Kate O'Brien's *The Anteroom*, Liam O'Flaherty's *Famine*, Eoin McNamee's *Resurrection Man* and Seamus Deane's *Reading in the Dark*. Memoirs will include Richard White's *Remembering Ahanagan* and Eavan Boland's *Object Lessons*. Through reading and discussion of these works, we will examine topics of central significance to contemporary Irish culture: the role of recent fiction and memoir from Northern Ireland, the representation and commemoration of the Great Famine, and the relationship of the woman writer to Irish literary tradition.

*Margaret Kelleher*

**EN 643 Seminar: Contemporary Irish Narratives: The Novel and the Nation (Fall: 3)**

This course examines significant cultural shifts and attempts answers to ongoing cultural questions: What does it mean to be Irish in an Ireland revising perception of itself and the world? If the country buries its past, what will replace it? Can the Irish become modern without becoming less Irish? We'll read novels by Roddy Doyle, Colm Tóibín, Edna O'Brien, Patrick McCabe, and Emma Donoghue, recent memoirs by Nuala O'Faolain and Frank McCourt, and view films by Neil Jordan, Jim Sheridan and Margo Harkin.

*James Smith*

**EN 654 Junior Honors Seminar: Contemporary Literary and Cultural Theory (Fall: 3)**

This course focuses on issues in contemporary literary study, including Formalism, Structuralism and Deconstruction, New Historicism and Cultural Criticism, Gender Studies and Queer Theory. The seminar is meant to offer juniors who are thinking about writing an English Honors Thesis exposure to a variety of theoretical positions and critical practices as well as research methods and techniques that will be useful in shaping the thesis—or in any other research project.

*James Wallace*

***Undergraduate and Graduate Course Offerings***

**EN 121 The Linguistic Structure of English (Fall: 3)**

*Prerequisite:* Previous or simultaneous coursework in Linguistics or in the history of the English language.

**Cross listed with SL 323**

**Offered Biennially**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**EN 392 Syntax and Semantics (Spring: 3)**

**Cross listed with SL 344**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

*M. J. Connolly*

**EN 527 General Linguistics (Fall: 3)**

**Cross listed with SL 311**

See course description in the Slavic and Eastern Languages Department.

*M.J. Connolly*

***Graduate Course Offerings***

**EN 702 Reading Historically (Spring: 3)**

This course has several goals. First, it will allow students to develop close reading skills while considering the historical and theoretical contexts for reading. Second, it will introduce students to a range of critical approaches and examine the role of reading in each. Third, and most practically, it aims to help students prepare for the historical placement section of the MA exam by attending to conventions of genre and style across chronological periods.

*Beth Kowaleski Wallace*

**EN 707 W.C. Williams and Wallace Stevens (Fall: 3)**

A graduate seminar focusing on two Modern American poets, who together shaped the modern dialogue between a poetry focused on the things of this world and the world within. The terms are slippery, because even for both there are the concomitant claims of the external pressures of reality and the interior pressures of language and the imagination. The course will look at the development of each poet's work in light of what other Modernists were doing, including Cezanne, Picasso, Gris, Schoenberg, Stein, Moore, Pound, Eliot, and Hart Crane.

*Paul Mariani*

**EN 709 Introduction to Visual Culture (Spring: 3)**

This course will introduce students to basic concepts in the emerging field of visual culture studies. We will explore potential and limitations of a semiotic approach to "reading" images drawn from popular culture and high art (with help of Roland Barthes, John Berger, Mieke Bal, WJT Mitchell and others). Readings will engage with the history of seeing as it is continually transformed by technology, ideology, and various cultural institutions of knowledge and control (through Benjamin, Crary, Krauss and others).

Theoretical readings will take us through methodologies and disciplines including psychoanalysis, political theory, aesthetics, deconstruction, gender studies, philosophy, and (yes, even) literature.

*Robin Lydenberg*

**EN 714 Gender, Writing, Romanticism (Spring: 3)**

In this course we will explore the relation of gender differences (and the social construction of femininity in particular) to literature and other kinds of writing in the British Romantic era (1780-1832). The genres we will study include feminist treatises, novels, poetry, the slave narrative, and essays, by writers including Mary Wollstonecraft, Hannah More, Ann Yearsley, Anna Barbauld, Joanna Baillie, Jane Austen, Felicia Hemans, Letitia E. Landon, Mary Prince, and Maria Edgeworth. Along with these primary texts we will read recent essays in feminist, new historicist, and cultural criticism.

*Alan Richardson*

**EN 717 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)**

Cross listed with ED 472

See course description in the School of Education.

*Beth Kowaleski-Wallace*

*Audrey Friedman*

**EN 719 Reading and Teaching American Poetry (Spring: 3)**

This course is designed to prepare graduate students to teach American poetry by focusing on (1) poems and their formal effects, (2) historical placements and tradition, (3) speakers and “voice” in poems, and (4) the range of reading and interpretive strategies open to us as students and as teachers. All of our work with poem-texts will be twofold: investigating our own responses, interpretive behaviors, and theoretical assumptions as readers, as well as inventing models for bringing poems to the classroom with the richest possible results.

*Suzanne Matson*

**EN 732 Contemporary Irish Fiction (Fall: 3)**

This course examines significant cultural shifts and attempts answers to ongoing cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in “Celtic Tiger” Ireland, the challenges and contradictions posed by the Northern Ireland Peace Process, issues of gender, sexuality and ethnicity in the “new Ireland.” Novelists include Roddy Doyle, Dermot Bolger, Colm Tóibín, Edna O’Brien, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Colin Bateman and Deirdre Madden.

*James Smith*

**EN 735 17th Century English Literature (Fall: 3)**

This course will offer an introduction to the principal writers (exclusive of Milton), literary systems, and cultural currents in the century ruptured by the English civil wars. Writers likely to be featured include Ben Jonson and Aemilia Lanyer; Donne, Herbert, Vaughan and Marvell; Bacon, Burton, and Sir Thomas Browne; Rochester, Aphra Behn, Walton, Bunyan, and Dryden. Among genres, the course will attend especially to drama, to lyric poetry, and to (auto) biographical and fictional narratives.

*Dayton Haskin*

**EN 739 Major Irish Writers (Spring: 3)**

*Philip O’Leary*

**EN 743 Elizabethan and Jacobean Drama (Fall: 3)**

This course will cover a number of plays written in England during the sixteenth and seventeenth centuries, including works by Kyd, Marlowe, Shakespeare, Jonson, Middleton, Tourneur, Webster, and others. We will also consider aspects of genre and staging as well

as the political and social implications of theater in the period. In addition, we will read critical works representing a range of approaches to these plays.

*Mary Crane*

**EN 748 Early American Fiction and Nonfiction (Spring: 3)**

This course reads fiction by such writers as Rowson (*Charlotte Temple and Lucy Temple*), Murray (*The Story of Margaretta*), Foster (*The Coquette*), Brown (*Ormond*), Sedgwick (*A New England Tale*), Poe (*Ligeia*), Hawthorne (*Rappaccini’s Daughter*), Melville (*Benito Cereno*), Douglass (*The Heroic Slave*) and Stowe (*Uncle Tom’s Cabin*) in relation to contemporaneous nonfiction. Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which it evolved. Topics we will follow across generic boundaries include gender roles, poverty and slavery.

*Paul Lewis*

**EN 752 Contemporary Literary and Cultural Theory (Spring: 3)**

This course will expose students to full-length studies, some essays and excerpted chapters in contemporary literary and cultural theory. While a strong psychoanalytic undercurrent runs through most of the material, a wide variety of theories will be covered. Theorists typically included are Freud, Kristeva, Lacan, Zizek, Parveen Adams, Eve Sedgwick, Judith Butler, Leo Bersani, Fanon, Bhabha, Gilroy, and Foucault. This course is meant to allow students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

*Frances Restuccia*

**EN 760 Irish Romanticism (Spring: 3)**

This course traces the literary and historical contours of a central period in Irish culture by plotting cultural and political questions side by side. We will establish an understanding of Irish romanticism as a specific period in literary and cultural history that has important connections with the literature of British and European romanticism. Seminars will be organized around the following issues: ruins, religion, sensibility, language and translation, popular culture, money and the cash nexus, crime. Authors will include: Burke, Roche, Bunting, Brooke, Edgeworth, Owenson and Moore.

*Claire Connolly*

**EN 763 Modern British Fiction (Fall: 3)**

A reading of some of the major novels of high modernism. Texts will include: James, *The Ambassadors*, Conrad, *Nostromo*, Lawrence, *The Rainbow*, Ford Madox Ford, *The Good Soldier*, Woolf, *Mrs. Dalloway*, Forster, *Passage to India* and Beckett, *Watt*.

*Andrew Von Hendy*

**EN 777 Asian American Cultural Studies (Fall: 3)**

This course focuses on a young cohort of scholars in Asian American studies who have been busy publishing sophisticated cultural critiques in the past decade. These critiques are grounded in exploring different modes of cultural production by and/or about Asian Americans while engaging in intense dialogue with theories informed by postcolonialism, area studies, feminism, Marxism, psychoanalysis, and queer studies. We will be reading works by some of the most prominent and/or innovative figures working in this field. The course also explores some examples of Asian American cultural production, but the focus will remain squarely on the criticism.

*Min Song*

**EN 795 19th Century Irish Novel (Fall: 3)**

This course will examine the history and development of the nineteenth-century Irish novel, focusing on the changing configurations of tradition and modernity during this period. The seminars will also discuss recent critical studies of nineteenth-century Irish

culture and will explore issues of canon-formation, literary production and reception history. Writers will include Maria Edgeworth (*Ormond* and *The Absentee*), Sydney Owenson, Lady Morgan (*The Wild Irish Girl*), William Carleton (*Traits and Stories of the Irish Peasantry; The Black Prophet*), Emily Lawless (*Hurriah and Grania*), George Moore (*A Drama in Muslim*), Somerville and Ross (*The Real Charlotte*), and Bram Stoker (*Dracula*).

*Margaret Kelleher*

**EN 801 Thesis Seminar (Fall/Spring: 3)**

*The Department*

**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.

*Paula Mathieu*

*Lad Tobin*

**EN 835 Literature, Religion, and Theory (Spring: 3)**

*E.D. Taylor*

**EN 857 American Nature Writing (Fall: 3)**

A course devoted to the historical, critical, and ecocritical study of environmental literature in America. We will trace the development of the genre from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocentrism and environmental advocacy of more recent writers (Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

*Robert Kern*

**EN 858 Debates and Issues in Post-Colonial Studies (Fall: 3)**

The course will be divided into three segments: (1) the discourses of colonialism and anticolonialism—writers such as Fanon, Senghor, 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)**

Students first learn how to find information on all areas of literary study, drawing upon traditional library resources and the newer electronic media. Next is a long sequence dealing with the creation and reception of literary works: how the text is influenced by printing practices, market forces, copyright laws, censorship, and theories of editing. Textual problems (and the theoretical problem of what is a text) will be considered in relation to representative works from various periods of English and American literature.

*Richard Schrader*

**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 934 Advanced Research Colloquium (Fall: 3)**

This colloquium, given every other year, is designed for Ph.D. students in the third and fourth years of their program. The colloquium is concerned not only with refining research methods but, more centrally, with maximizing opportunities for producing original scholarship and exploring various means for disseminating one's work. Topics for discussion include: the dissertation; producing and placing journal articles; proposing and submitting scholarly talks and panels; writing abstracts, cover letters, and responses to reader's reports; grant-writing and funding opportunities; and various ways of entering into productive exchange with scholars at other institutions.

*Laura Tanner*

**EN 936 Ph.D. Seminar: The City in American Literature and Culture (Spring: 3)**

We will consider how American literature has responded to the formal, material, and conceptual challenges posed by cities. We will also consider some approaches to the interdisciplinary task of relating urban literature to the social, economic, and political facts of city life in particular places and times. Primary texts on the syllabus may include *The Rise of Silas Lapham*, *A Street in Bronzeville*, *Chinatown*, *The Corner*. Scholars we engage will include familiar figures (e.g., Raymond Williams, Mike Davis) as well as representatives of a new wave in urban literature studies (e.g., Farah Griffin, Catherine Jurca, Richard Lehan).

*Carlo Rotella*

**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**

**Josephine von Henneberg**, *Professor Emerita*; Doctor in Letters, University of Rome

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

**Richard Blake, S.J.**, *Professor*; A.B., 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

**Nancy D. Netzer**, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

**John Steczynski**, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

**Sheila S. Blair**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; Ph.D., Harvard University

**Jonathan Bloom**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; Ph.D., Harvard University



**Claude R. Cernuschi**, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**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

**Stephanie Leone**, *Assistant Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers 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

**Alston Conley**, *Lecturer*; B.F.A., Tufts University

**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 in section 2 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.

- FM 202 Introduction to Film Art  
A required foundation course designed to ground the student in film language, history, and criticism
- FM 283 History of European Cinema  
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
- 2 American Film History Courses  
*Two (2) required*  
FM 281 American Film History II  
FM 392 American Film History III  
FM 389 Three American Directors: Specific chronological history courses, genre studies, or directors series which focus on American film.
- FM 383 Film Theory and Criticism: 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.
- FM 171 Film Making I  
Reinforces film language and history with an emphasis on creativity.
- Three (3) Electives—200 (1) and 300 or 400 (2) level.  
For courses offered in the department in addition to those listed above, please check the web at <http://www.bc.edu/courses>.
- Courses in Non-Linear Editing, Film Making II, and Photography II are highly encouraged to supplement the major.
- Junior/Senior Year:  
FM 384 History and Art History into Film **and/or**  
FM 382 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, the students are also encouraged to take the 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 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 101 Art: Prehistoric to the High Middle Ages, 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)

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 361 Issues in Contemporary Art
- Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

#### Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, the student will have a choice of four upper level classes covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

#### Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. It is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. There are features of the minor program that resemble, in an abbreviated way, aspects of our majors studio program which we have found to be successful. The required Advanced Studio Seminar class for example will function analogous to our Senior Project.

The minor comprises 6 classes to be selected as follows:

- 2 introductory level classes to be selected from: FS 101 Drawing I, FS 102 Painting I, FS 141 Ceramics I, FS 161 Photography I
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
  - 2 classes at the 200 level or above
  - 1 class at the 300 level
  - 1 Advanced Studio Seminar (during which students will be expected to complete a significant thesis project), FS 325

Therefore if a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional 3 classes from either painting or photography, but not both, i.e., three painting or three photography classes. If a student wishes to pursue a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:
  - FS 100 Visual Thinking
  - FA 101 and 102 Introduction to Art History
  - FA 356 Art Since 1945
  - FA 285 History of Photography

#### Film Studies Minor

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

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

Students interested in the Film Studies minor may contact one of the Co-Directors, Prof. John Michalczyk in Devlin 424 or Prof. Richard Blake, S.J., in Devlin 416, 617-552-4295.

#### Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one

art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

### Information for Study Abroad

#### Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the coursework within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive study abroad would serve as a substitute. Students are limited to one or two semesters abroad but prior to senior year.

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Prof. Claude Cernuschi, Prof. Pamela Berger, and Prof. John Michalczyk, Chairperson, are Department Study Abroad Advisors and contacts for course approval.

#### Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Cinema (FM 283) to serve as strong foundation for Film Studies, prior to going abroad.

Normally, the student should take no more than three film studies courses abroad. With the approval of the Co-Directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England/Scotland, and Australia have been the most successful.

Co-directors, Profs. John Michalczyk and Richard Blake, S.J. are the department Study Abroad Advisors and the department's contacts for course approval.

The Co-directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

#### Studio Art

The department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions Studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

Students should have the following courses completed prior to studying abroad:

- Two courses (6 credits) of the following: FS 100 Ceramics, FS 100 Drawing I, FS 102 Painting I, FS 161 Photography I
- Selection of four courses in your area of concentration
- Up to 2 of the 7 electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Study abroad should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli, Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

#### Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

#### Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

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/>.

#### FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with 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)**

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston.

*Kenneth Craig*

*Jeffery Howe*

**FA 103-104 Art History Workshop I and II (Fall/Spring: 3)**

**Required for art history majors.**

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.

*Aileen Callahan*

**FA 107 History of Architecture (Fall: 3)**

**Satisfies Arts Core Requirement**

The evolution 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 Arts Core Requirement**

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

*Pamela Berger*

**FA 109 Aspects of Art (Fall/Spring: 3)**

**Satisfies Arts Core Requirement**

Art can be the stepping stone to the investigation and greater understanding of our world. In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

*Judith Bookbinder*

**FA 176 Jerusalem (Fall: 3)**

**Enrollment is limited to 12, with preference given to first year students.**

This seminar will explore the arts and architecture associated with millennia from the perspectives of the three great monotheistic religions of Judaism, Christianity, and Islam. We will compare the city

in belief and scripture with the artifact of the city in archeology and architecture to see how the role of the city and perceptions of it have changed over time.

*Jonathan Bloom*

**FA 203 Great Cities of the Islamic Lands (Spring: 3)**

**Satisfies Arts Core Requirement**

Contrary to common stereotypes, Islam has traditionally been an urban culture. Its cities were some of the biggest in medieval times, and their products the finest money could buy. This course examines a dozen metropolises in the Islamic lands, ranging from Damascus in the 7th century to Delhi in the 17th, and their major monuments, both architecture and objects.

*Sheila Blair*

**FA 210 Eire/Land: Cultural Views (Spring: 3)**

Eire/Land charts the cultural responses to the land in Celtic times, and from the late 18th to the 20th centuries. We will trace the history and development of Irish landscape painting and read key works of literature. The McMullen Museum exhibition and its lecture series will be incorporated into the course.

*Katherine Nahum*

**FA 211-212 Art of the Ancient Mediterranean World I and II**

**(Fall/Spring: 3)**

**Cross listed with CL 212-213**

**Satisfies 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.

*The Department*

**FA 213 Introduction to Islamic Art and Architecture (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.

*Sheila Blair*

**FA 214 The Art of the Silk Road (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

The Silk Road is the term coined in the 19th century for the overland trade route that connected China to the Mediterranean via Central Asia and Iran. This course surveys the arts and ideas that traveled and developed along this trans-continental route over several millennia.

*Sheila Blair*

**FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)**

**Satisfies Arts Core Requirement**

This course will illuminate the art of the so-called Dark Ages, from about 200 AD to around the year 1000 AD. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and 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 10th 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 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.

*The Department*

**FA 232 Northern Renaissance Art (Spring: 3)**

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.

*Kenneth Craig*

**FA 238 Renaissance Art and Architecture in Florence (Fall: 3)**

*The Department*

**FA 251 Modern Architecture (Spring: 3)****Satisfies 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, or Le Corbusier.

*Katherine Nabum*

**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 their relation 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 Cultural Diversity 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 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.

*Claude Cernuschi*

*Jeffery Howe*

*The Department*

**FA 263 Arts in America (Spring: 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, 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 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.

*Jeffery Howe*

**FA 285 Nineteenth and Twentieth Century Photographic History (Spring: 3)**

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the USA. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art. We will also carefully explore our relationship with the proliferation of mass media imagery today.

*The Department*

**FA 293 The Museum of Art (Spring: 3)**

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include: the 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.

*Nancy Netzer*

**FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)****Satisfies Cultural Diversity Core Requirement**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

*Kenneth Craig*

**FA 335 Italian Palaces from 1450 to 1650 (Spring: 3)**

In mid-fifteenth-century Florence, the Medici—the city's de facto ruling family—built a private palace unprecedented in its monumentality. This bold move prompted other wealthy families, first in Florence and then in centers like Rome and Venice, to express

their status through grand private residences. This seminar will study the architecture, painted decoration, and material culture (furniture, collections, and objects) of Italian palaces from 1450 to 1650. Particular focus will also be placed on the motives and justifications behind living “magnificently” in Renaissance and Baroque Italy.

*Stephanie Leone*

**FA 356 Art Since 1945 (Spring: 3)**

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

*Claude Cernuschi*

**FA 406 Independent Study III (Fall: 3)**

*Aileen Callahan*

**FA 451 Symbolism and Decadence at the End of the Century (Fall: 3)**

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.-K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

*Jeffery Howe*

**FA 463 American Houses (Spring: 3)**

A seminar investigating the development of domestic architecture in America, from wigwags to mansions. Topics will include the development of particular styles and building technologies from the earliest Native American dwellings to the present. We will study regional patterns, the changing role of the builder and architect, and the role of new technologies. The changing relationship to European architecture in light of an evolving national identity will also be considered. Vernacular, or folk, style buildings will be included as well as high style mansions. Prior art history courses or a keen interest in architecture is strongly recommended.

*Jeffery Howe*

**FA 465 Picasso (Spring: 3)**

This seminar will explore the various facets of Picasso's work with special emphasis on the development of analytic and synthetic cubism, Picasso's relationship to Surrealism, Neo-Classicism, as well as antifascist politics. Picasso's relationship with the old masters as well as his anticipation of postmodernism will also be covered.

*Claude Cernuschi*

**FA 499 Advanced Independent Research (Fall/Spring: 3)**

**Formerly known as Scholar of the College**

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's Office for a full description of the requirements.

*The Department*

**FA 598 Teaching Assistantships (Spring: 3)**

*Burleigh Smith*

*Undergraduate and Graduate Course Offerings*

**FA 311 Greek Art and Archaeology (Fall: 3)**

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

*Kenneth Craig*

**FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)**

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

*Nancy Netzer*

**FA 332 The Age of Leonardo, Michelangelo 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 (Fall: 3)**

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

*Kenneth Craig*

**FA 347 Age of Baroque (Fall: 3)**

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, found its highest expression in the Italian masters such as Caravaggio, the Carracci, Bernini, and Borromini. Their powerful works influenced all of Europe and profoundly changed the face of the city of Rome. This course will discuss the painting, sculpture, and architecture that was produced in Italy in the seventeenth century as well as the historical environment that nurtured it with particular emphasis on Rome.

*Josephine von Henneberg*

**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 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.

*Claude Cernuschi*

**FA 403 Independent Work (Fall: 3)**

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department*

**FA 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/>.

**FM 171 Film Making 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.

*The Department*

**FM 202 Introduction to Film Art (Fall: 3)**

The basic course introduces essential concepts of film technique, history and criticism, and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.

*Richard A. Blake, S.J.*

**FM 216 Shooting Nazis: German Film from 1933-1945 (Spring: 3)**

**Cross listed with GM 216**

**Conducted in English.**

See course description in the German Studies Department.

*Rachel Freudenburg*

**FM 273 Film Making 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.

*The Department*

**FM 274 Digital Non-Linear Editing (Spring: 3)**

*Prerequisite:* Department permission

**Cross listed with CO 224**

**Limited to 10 students.**

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered

a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing "bins" and "clips," building a timeline, saving sequences, and output to tape.

*James Ferguson*

*Carl Schmidt*

**FM 280 American Film History 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.*

**FM 281 American Film History II: The Studio Years (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.*

**FM 282 Political Fiction Film (Fall: 3)**

Political fiction film has often served as a dramatic means to deliver an ideological message. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915). During World War II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) combined thriller elements with a non-conventional political perspective. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

*John Michalczyk*

**FM 283 History of European Cinema (Fall: 3)**

**Satisfies Arts Core Requirement**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczyk*

**FM 297 Irish Political Film (Fall: 3)**

The recent "Troubles," or the socio-political unrest in Northern Ireland from the civil rights movement of the Sixties to the promising Good Friday Accords of 1998, have been graphically captured in film. This course will offer a study of social, religious, and political issues with a focus on conflict resolution. From the post-World War I struggles of Michael Collins to the current return of the paramilitary prisoners into society, it will trace Ireland's evolving socio-political history.

*John Michalczyk*

**FM 301 Screenwriter (Spring: 3)**

This course explores the role of the screenwriter in the film making process, from original story idea to the finished screenplay and film. Students learn about each of the elements of screenwriting, including: structure; creating character; the role of dialogue in film; theme and message; genre; and rule breaking. Students will read screenplays and analyze films to gain a better understanding of how those elements work in combination and contribute to the final product.

*Drew Yanno*

**FM 303 Advanced Screen Writing (Spring: 3)****Limited to 15 students.***Prerequisite:* FM 301 Screenwriter

This course is for students interested in writing for film. Students will apply the knowledge gained in FM 301 to write their own screenplays. Film Studies majors and minors will be given preference in enrolling. Students will select an idea for a film and transform that idea into a story suitable for the screen. Students will critically examine each other's ideas/stories and move on to outline their script.

*Drew Yanno***FM 312 World Cinema (Spring: 3)****Satisfies Cultural Diversity Requirement**

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East would serve as a focus for the course. Special attention is given to the social, economic, cultural and political contexts from which these films arise, both in the country of origin and in the West.

*Bo Smith***FM 384 History and Art History into Film (Fall: 3)**

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

*Pamela Berger***FM 391 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.***FM 392 American Film History III (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 A. Blake, S.J.***FM 440 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****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/>.

**FS 101 Drawing I: Foundations (Fall/Spring: 3)****Satisfies Fine Arts Core Requirement****Lab fee required**

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the

formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

*Mary Sherman**Michael Mulhern**Andrew Tavarelli**Khalid Kodi**John Steczynski***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 103 Drawing: Issues and Approaches (Fall: 3)****This course is intended for Studio Majors, Studio Minors, and serious students with previous drawing experience.**

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of materials, tools and methods. Practical exercises include working from the live model, scenarios, memory and the imagination. Students develop skills and confidences by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussion and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

*Michael Mulhern**John Steczynski***FS 141-142 Ceramics I and II (Fall/Spring: 3)****Lab fee required**

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

*Mark Cooper***FS 146 Sculpture Projects (Fall: 3)****(Studio Majors and Minors only)**

In the last twenty-five years artists have turned to every type of material imaginable in their efforts to produce sculpture and installation. Artists like Anthony Goldsworthy, Janine Antoni, Tony Craig, Jessica Stockholder, and Judy Pfaff have used found materials, telephone wire, chocolate, lard, and piles of rocks to make their art. Other artists like Thomas Schutte and Kiki Smith have recontextualized the traditional approach to figure sculpture. This course will address and develop these approaches through individual projects and research.

*Mark Cooper*



**FS 161 Photography I (Fall/Spring: 3)****Lab fee required**

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 201 Drawing/Another Dimension (Spring: 3)**

*Michael Mulhern*

**FS 203 Drawing II: Perspective and Tone (Fall: 3)**

*Prerequisite:* FS 101 or permission of the instructor

**Lab fee required**

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

*John Steczynski*

**FS 204 Drawing III: Introduction to the Figure (Spring: 3)**

*Prerequisite:* FS 203 or permission of the instructor

**Lab fee required**

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.

*John Steczynski*

**FS 206 Large Scale Drawing in Another Dimension (Spring: 3)**

*Prerequisite:* FS 101 or permission of instructor

Beginning where Drawing I leaves off with the issue of scale, this course will investigate the problems of the miniature and the gigantic, the sketch and the "cartoon." Through a theme or series of drawings, students will be encouraged to explore individual directions in relation to subject matter and personal intent. Critiques, discussions and slide presentations are an integral part of the studio sessions and students are expected to participate in these. Significant work outside of class will be expected.

*Michael Mulhern*

**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 and interest in painting or drawing before electing the course.

*Mary Armstrong*

**FS 225 Watercolor I (Fall: 3)****Lab fee required**

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended.

*Andrew Tavarelli*

**FS 226 Colored Works on Paper (Spring: 3)****Lab fee required**

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.

*Andrew Tavarelli*

**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 276 Art and Digital Technology (Fall/Spring: 3)****Cross listed with CO 204**

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

*Karl Baden*

**FS 325 Studio/Contemporary Issues (Spring: 3)****This class is a requirement for Studio Art minors.**

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. 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.

*Michael Mulhern*

**FS 352 Stage Design I (Spring: 3)****Cross listed with CT 352**

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.

*Crystal Tiala*

**FS 361 Photography III (Spring: 3)**

*Prerequisites:* FS 161, FS 261, FS 267

This is an advanced production course in photography exploring both its documentary qualities and its symbolic potential. This course is for students who have a strong technical background in photography and an interest in exploring the medium as a means of visual expression. We will investigate the interrelationships of subject matter, approach, and technical decisions, and aesthetics. Students will be expected to develop their own project ideas, to work in series as well as in group projects.

*Charles Meyer*

**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 and V: Figure (Fall/Spring: 3)**

*Prerequisite:* FS 204 or permission of the instructor

**Lab fee required**

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition.

*John Steczynski*

**FS 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, 485-486 Independent Work I, II, III, IV (Fall/Spring: 3)**

*Prerequisite:* Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

*The Department*

**FS 473 Senior Project II (Spring: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

*Andrew Tavarelli*

**FS 598 Teaching Assistantship (Fall/Spring: 3)**

*Michael Civile*

**Geology and Geophysics**

***Faculty***

**George D. Brown, Jr.**, *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

**James W. Skehan, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

**John F. Devane, S.J.**, *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**Emanuel G. Bombolakis**, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**John E. Ebel**, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**J. Christopher Hepburn**, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

**David C. Roy**, *Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; Chairperson of the Department; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

**Gail C. Kineke**, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

**Kevin G. Harrison**, *Assistant Professor*; B.A., Brown University; M.S., Scripps Institute; M.Phil., Ph.D., Columbia University

**David P. Lesmes**, *Assistant Professor*; B.A., University of California, San Diego; Ph.D., Texas A&M University

**Departmental Notes**

- Administrative Secretary: Angelina Di Pietro, 617-552-3641 or 3640, dipietro@bc.edu
- Director of Undergraduate Studies: Dr. Kevin G. Harrison, harriskg@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- Department Chairperson: Dr. Alan L. Kafka, kafka@bc.edu
- World Wide Web: <http://www.bc.edu/geology>

***Undergraduate Program Description***

An undergraduate in the Department of Geology and Geophysics may develop a major program in one of the department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints

discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Earth scientists, geologists, geophysicists and environmental scientists 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 society will require ever larger amounts of energy and natural resources in the 21st century, and at the same time, face increasing environmental problems and concerns. The department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real problems. Today's earth scientist can choose to work in the field in almost any area of the world, or in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes in relation to city or emergency planning, or working with governmental agencies or industry to analyze pollution plumes, the earth sciences provide exciting possibilities.

#### **Department Honors Program**

Any major in the department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise 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 of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

#### **Minor in Geology and Geophysics**

In addition to the four major programs listed below, a student may choose to minor in the department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department are urged to see Professor Kevin G. Harrison, departmental advisor for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the department structured as follows:

(A) Two required courses:

- Exploring the Earth I: Origin and Systems (GE 132) and lab
- Earth Materials (GE 220) and lab

(B) Two additional departmental courses numbered 100 or higher

(C) One additional 200-level departmental course

(D) One additional course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by the faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in Geology, Mathematics, Physics or Chemistry. Consult the Boston College catalog, or the departmental advisor and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

#### **Major Requirements: Environmental Geosciences**

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of 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)
  - Exploring the Earth I: Origin and Systems with laboratory (GE 132\*-133)
  - Earth Materials with laboratory (GE 220-221)
  - Environmental Geology with laboratory (GE 250-251)
- \*GE 115 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Committee.

(B) Two courses from among the following:

- Exploring the Earth II: Structure and Internal Processes (GE 134)
- Geologic Hazards of Volcanoes, Landslides, and Earthquakes (GE 143)
- Oceanography I and/or II (GE 157 and/or GE 160)
- Environmental Geosciences II (GE 168)
- Weather, Climate and Environment (GE 172)
- Global Warming (GE 175)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)

(C) At least two courses from among the following:

- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 374)
- Environmental Geochemistry (GE 392)
- Statistical Analysis of Scientific Data (GE 398)
- River and Lake Environments (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Biogeochemistry of the Habitable Planet (GE 465)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)

(D) These electives may include courses in the department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the Department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A full year (2 semesters) of another laboratory science in chemistry, physics, or biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH 117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory BI 210-211).

Students are encouraged to take additional courses in mathematics (calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee.

#### Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I: Origins and Systems (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences majors should take the following courses:

Environmental Geosciences I: Resources and Pollution (GE 167), fall semester, first year. Exploring the Earth I: Origins and Systems (GE 132), may be taken either freshmen or sophomore year. The Laboratory Science requirement (E above) may be taken in either freshmen or sophomore year.

#### Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the department:

(A) Students majoring in Geology must take the following seven (7) courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three (3) additional electives (with a minimum of two numbered 300 or above) in the department to bring the total number of departmental courses to ten (10).

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101)
- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(D) The department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Department electives upon written

approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### Information for First Year Geology Majors

The following courses are recommended for First Year majors, if their schedules permit.

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- General Chemistry with laboratories (CH 109-110, or CH 117-118)
- Calculus (MT 102-103)

#### Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses from the following list, with at least two (2) in Geophysics\*:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 655)
- Engineering Geology (GE 470)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

\*A geology or geophysics summer field camp may be substituted for one of the courses in (B) above.

(C) Two (2) additional electives approved in advance by the student's advisor.

- The two (2) may be in departmental courses numbered 400 or above, or in advanced courses in physics or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one (1) advanced departmental course and one (1) advanced physics course, etc.

In addition to the required courses listed above, the outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

Courses in Computer Science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by, the departmental Undergraduate Program Committee.

**Information for First Year Majors**

The following courses are recommended for First Year Geophysics Majors, if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs, and Calculus (MT 102-103).

**Major Requirements: Geology-Geophysics**

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Exploration Seismology (GE 655)
- Biogeochemistry of the Habitable Planet (GE 465)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

The student should plan a program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

**Information for First Year Geology-Geophysics Majors**

The following courses are recommended for First Year Geology-Geophysics majors if their schedules permit:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- General Chemistry (CH 109-110) with laboratories
- Calculus (MT 102-103)

**Fulfilling the Core Requirements**

Core courses in the department are designed to give non-science majors an introduction to aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variability provides maximum freedom of choice for introductory students. All courses presume no prior knowledge of the science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 115, 125, 132, 134, 180 and 197

are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific sub-fields, like Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should call the department at 617-552-3640 (Devlin Hall 213) or see Professor Kevin Harrison (Devlin Hall 318).

**Information for Study Abroad**

Since the department has four majors, the prerequisites for study abroad vary with each individual major. Depending on the student's study plan and courses available in the foreign school, the department can be quite flexible. Most importantly, students should work out their program, in advance, with a departmental advisor and the Undergraduate Program Committee (contact Professor Kevin G. Harrison).

Although there are no set prerequisites, students should generally have the following courses completed prior to studying abroad: Geology and Geology & Geophysics majors: GE 132, 134 and 220; a year of calculus and a year of either chemistry or physics. Geophysics majors: GE 132, 134, and 200; 3 semesters of calculus and a year of physics. Environmental Geosciences majors: GE 167, 132, and 220. It would also be helpful if students have a year of either physics, chemistry, or biology completed.

There is no limit on the number of courses that can be approved as long as the courses are approved in advance by the Undergraduate Program Committee or the department Chairperson. Whether or not courses from foreign institutions will be counted toward major credit depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally used as major electives. The department believes strongly that an abroad program is very worthwhile, exposing students to not only other cultures, but other physical environments and geological situations. The department will try to be as flexible as possible to allow students the opportunity to study abroad. Based on prior student experience, the department recommends programs in Australia and Ecuador.

Students must contact Professor J. Christopher Hepburn to plan their semester or year abroad.

**Graduate Program Description****Master of Science**

The department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in 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, Structural Geology,

Igneous and Metamorphic Petrology and Geochemistry, Global Change Geochemistry, Interpretative Tectonics, Groundwater Hydrology, and Environmental Geology and Geophysics.

The department offers a number of Teaching and Research Assistantships.

#### Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required and we strongly encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, however, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for financial aid and assistantships for September need to be completed by February 1. Later applications will be considered for financial aid if funding is available.

#### M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of 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. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the department.

#### Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience

management, including areas such as the environmental and petroleum industries, natural hazard assessment and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

#### Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch Graduate School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch Graduate School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least five courses are in earth sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least five courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as those for the M.S. degree program. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, Lynch School of Education, at (617) 552-4214.

#### M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups:

(1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts: one part is oral in the earth sciences, and the other part is given by the Lynch School of Education Graduate Programs.

**Cooperative Program**

The Department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as in the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of courses is available in the Department.

**Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is 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 twelve-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.

**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/>.

For additional information regarding courses which are offered periodically, please check the Geology and Geophysics web site at <http://www.bc.edu/geology>.

**GE 115 Planet Earth I (Fall/Spring: 3)**

*Corequisite:* GE 116

**Satisfies Natural Sciences Core Requirement**

This course is an introduction to basic principles and processes controlling the development and environments of our only home, Planet Earth. Topics include scientific methods of investigation, origins of rocks and minerals, methods of deciphering geologic history, plate tectonics and its role in development of earthquakes, volcanism, and mountain belts. (Lectures include explanation and implications of the Richter Magnitude Scale). One two-hour laboratory/A-T discussion session 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.

*The Department*

**GE 132 Exploring the Earth I: Origin and Systems (Fall: 3)**

*Corequisite:* GE 133

**Satisfies Natural Sciences Core Requirement**

Unravel Earth's mysteries as you learn about its geological processes, including climate change, minerals, rocks and the processes that form them, plate tectonics, volcanoes, methods for determining geological history and origins of Earth. Field trips to caves, Boston Harbor, and upstate New York will help you interpret and explain geology and show how geological discoveries influence public policy. Jump start your major/minor in geology, geophysics or environmental geoscience with this class, and/or fulfill a Core requirement.

*J. Christopher Hepburn*

*Kevin G. Harrison*

**GE 134 Exploring the Earth II: Structure and Internal Processes (Spring: 4)**

*Corequisite:* GE 135

**Satisfies Natural Sciences Core Requirement****May be taken without GE 132**

In this course, we will explore the structure and internal processes of Planet Earth. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A laboratory (GE 135) gives students hands-on experience.

*Alan Kafka*

*David C. Roy*

**GE 143 Geologic Hazards of Volcanoes, Landslides, and Earthquakes (Spring: 3)****Satisfies Natural Sciences Core Requirement**

A review is given during the first several weeks of basic principles, origins of common earth materials, and of plate tectonics in preparation for analyses of geologic hazards. The analyses will include disasters such as the loss of almost the entire population of Martinique by volcanism in 1902, major landslides in California and Alaska, recent major earthquakes, as well as the prediction of earthquakes in California and the eastern United States. Two 75 minute lectures per week.

*E.G. Bombolakis*

**GE 146 Origin and Evolution of Life on Earth (Fall: 4)**

*Corequisite:* GE 147

**Satisfies Natural Sciences Core Requirement****The course makes extensive use of the Internet as a learning resource.**

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules and the search for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.

*Paul K. Strother*

**GE 150 Astronomy (Spring: 3)****Satisfies Natural Sciences Core Requirement**

Astronomy observations and theories date back to before the beginning of recorded history. The development of Astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent

advances in Astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some small extent, planets and other bodies.

*The Department*

**GE 152 Earth Resources and Environment (Fall: 3)**

In this course we will explore the impact of humans on the environment in the past and present with projections for the future. The analysis will be based on models for how the earth's atmosphere and hydrosphere work as complex and coupled systems. The effects of energy and food production, industrial processes and increasing population on these earth systems will be considered from local to global scales. In assessing future environmental risks, we will consider uncertainties in the predictions of scientific models as well as technological, economic and political factors that may mitigate or exacerbate these risks.

**GE 157 Oceanography (Fall: 4)**

*Corequisite:* GE 158

**Satisfies Natural Sciences Core Requirement**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical and biological processes. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea. Three hours of lecture and one two-hour laboratory each 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 causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its vital resources. The focus will be on geological issues critical to planning for a sustainable future. Topics, geared for the non-science major, include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and meeting our energy needs. Three 50-minute multimedial-enhanced lectures per/week.

*Judith Hepburn*

**GE 168 Environmental Geosciences II: Earth Processes and Risk (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 that create hazards for us. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their flooding landslides, long and short-term climate changes and events that might cause the extinction of life itself. Emphasis will also be on risk assessment and mitigation on human alterations to natural systems that increase the likelihood and cost of natural hazard events. Three 50-minute multimedia-enhanced lectures per week.

*Judith Hepburn*

**GE 172 Weather, Climate and the Environment (Fall: 4)**

*Corequisite:* GE 173

**Satisfies Natural Sciences Core Requirement**

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer.

This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El 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.

*John E. Ebel*

**GE 175 Global Warming (Spring: 3)**

**Satisfies Natural Sciences Core Requirement**

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 combines 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 programs, 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.

*J. Christopher Hepburn*

**GE 187 Geoscience and Public Policy (Fall: 3)**

*Corequisite:* GE 188

**Satisfies Natural Sciences Core Requirement**

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

*Alan Kafka*

**GE 192 Earth Under Siege (Fall: 3)**

*Prerequisite:* High school chemistry

**Satisfies Natural Sciences Core Requirement**

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

*Rudolph Hon*



**GE 197 The Dynamic Earth (Spring: 3)**  
**Satisfies Natural Sciences Core Requirement**

This course explores the geological dynamics of the Earth and its surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards. Understanding the processes of Earth is important to our long-term inhabitation of the planet.

*David C. Roy*

**GE 220 Earth Materials (Spring: 4)**

*Prerequisite:* GE 132, or equivalent

*Corequisite:* GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, metamorphic, and sedimentary processes are investigated to develop the classifications of these groups of rocks. Lastly, the weathering of rocks at the Earth's surface and the formation and classification of soils will be discussed. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.

*J. Christopher Hepburn*

**GE 250 Environmental Geology: Environmental Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)**

*Prerequisites:* GE 132-133, or equivalent

*Corequisite:* GE 251

Focus is on learning and experiencing 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: 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 264 Stratigraphy and Sedimentation (Spring: 4)**

*Prerequisites:* GE 132-133

*Corequisite:* GE 265

This course deals with the systematics of stratified sedimentary rocks and the processes that form individual layers. Lectures will cover the processes that produce sediment (weathering, erosion); transportation of particulate sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. Using fossils, radiometric techniques, and paleomagnetism, time correlations can be made over very large distances; even on a global scale.

*David C. Roy*

**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*

**GE 596 Reading and Research in Environmental Geology (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 597 Reading and Research in Geology (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 598 Reading and Research in Geophysics (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

*The Department*

**GE 599 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

Independent Study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Advanced Independent Research Program.

*The Department*

***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

Methods in paleontology will be considered. We will look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme. This course will concentrate on fossil animals, but will also consider plants and environmental analyses. The study of invertebrates will occupy a large portion of the course. A significant amount of time will be spent discussing the evolution of dinosaurs, birds, and other vertebrates. The goal of this course is to give students a better understanding of modern environmental systems through the study of the fossil record.

*David Krauss*

**GE 372 and 374 Petrology I and II (Fall/Spring: 4)**

*Prerequisites:* First year chemistry, GE 132, GE 220, or equivalent

*Corequisite:* GE 373

*Prerequisites:* GE 372, or equivalent

*Corequisite:* GE 375

**Offered Biennially**

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. 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.

*J. Christopher Hepburn*

*Rudolph Hon*

*David C. Roy*

**GE 380 Environmental Oceanography (Spring: 3)**

*Prerequisite:* GE 132

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail C. Kineke*

**GE 385 Structural Geology II, Analytical Aspects (Fall: 4)**

*Prerequisites:* 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 two-hour problem session-laboratory each 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 (Fall: 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 alcohol production. We will also look at the science behind *A Civil Action* and *Erin Brockovich*. Interested students from disciplines beyond geology are welcome. Geology and environmental geoscience majors will find this course good preparation for today's job market.

*Kevin G. Harrison*

**GE 398 Statistical Analysis of Scientific Data (Fall: 3)**

**Offered Biennially**

The scientific process involves the collection of data for the testing and development of scientific models. This course covers the statistical methods commonly used to acquire, analyze and interpret many different types of scientific data.

*Alan Kafka*

**GE 405 Climate Change (Spring: 3)**

*Prerequisite:* One year of chemistry and/or calculus. Students should feel comfortable doing word problems that involve unit conversions.

**Offered Biennially**

This course will explore the indicators and mechanisms of naturally-occurring climate change. Mechanisms include the Milankovich cycles, changes in ocean circulation, and changes in the water content of the atmosphere. Indicators include oxygen and carbon isotopes, gases trapped in ice cores, and the concentration of metals bound in carbonate shells of plankton and coral. Interested students from any discipline are welcome.

*Kevin G. Harrison*

**GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall: 3)**

*Prerequisite:* GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented.

*Randolph Martin III*

**GE 418 Hydrogeology (Spring: 4)**

*Corequisite:* GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization. GE 419 is the laboratory/discussion group component of this course.

*Alfredo Urzua*

**GE 424 Environmental Geophysics (Fall: 4)**

*Prerequisites:* MT 102-103; PH 209-210; or PH 211-212; or permission of instructor

*Corequisite:* GE 425

This is an applied course in geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials and ground penetrating radar. In this course students will participate in an ongoing geophysical investigation (GE 425) of the Weston Observatory Environmental Field Station. Investigations may also be conducted at other relevant sites. Lectures will be given on field methodology, instrumentation, theory, and interpretation.

*David P. Lesmes*

**GE 470 Engineering Geology (Spring: 3)**

*Prerequisites:* GE 132-134 or equivalent, PH 209-210 and CH 109-110

**Offered Biennially**

This course studies several typical methods of analysis and treatment performed by engineering/environmental companies for behavioral problems commonly encountered in sands, silts, clays and rocks.

*E.G. Bombolakis*

**GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical laboratory assignments (GE581) will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields. Students will gain working experience of applying GIS to their studies and research, as well as achieve practical skills for the marketplace.

*Rudolph Hon*

**GE 518 Estuarine Studies (Spring: 4)**

*Prerequisite:* Permission of instructor

**Three (3) hours per week plus extended field experiment.**

This course, geared toward junior-level science majors, is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. Class meetings are used for discussions of readings 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, interpretation and presentation of results.

*Gail C. Kineke*

**GE 520 Sedimentary Petrology (Spring: 3)**

*Prerequisites:* GE 132, 134, 264, 272

**Offered Periodically**

The petrography and origin of major sedimentary rock types will be emphasized.

*David C. Roy*

**GE 530 Marine Geology (Fall: 3)**

*Prerequisites:* GE 132, GE 134, 1 year college calculus and physics

**Offered Biennially**

Recent geological and geophysical information on the ocean basins is examined concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation including sediment transport, pleistocene sedimentation and global climate change. Sedimentological and geophysical investigation techniques are emphasized.

*Gail C. Kineke*

**GE 535 Coastal Processes (Fall: 3)**

*Prerequisite:* One year of college calculus and physics

**College calculus and physics recommended.**

**Offered Biennially**

This course is a study of the physical and geological processes responsible for the formation and evolution of coastal environments.

This course takes a morphodynamic approach by studying the coupled suite of hydrodynamic processes, seafloor morphologies and sequences of change.

*Gail C. Kineke*

**GE 547 Advanced Structural Geology (Fall: 3)**

*Prerequisite:* Consent of instructor

**Offered Periodically**

Course covers the deformation of the lithosphere and a comparison of the North American Cordillera with the Appalachians. This comparison of epeirogenesis and orogenesis involves the principles of the deformation of materials and the analyses of stress and strain in order to analyze stress-strain and stress-strain-time behavior of the lithosphere.

*E.G. Bombolakis*

**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*

**Graduate Course Offerings****GE 612 Rock Physics (Spring: 3)**

*Prerequisite:* Consent of instructor

*Corequisite:* GE 613

An introduction to the physical and chemical properties of rocks and soils. The focus of the course is on how the microscopic properties of rock-soil systems affect macroscopic geologic processes and geophysical observations. The course is aimed at advanced geology and geophysics students with interests in the following areas: environmental and geotechnical fields, petroleum and mineral exploration, and remote sensing. The lectures and a weekly laboratory (GE 613) will cover both theoretical and experimental aspects of the subject.

*David P. Lesmes*

**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 690 Tectonics of the Appalachian Orogen and Related Terrains (Fall: 3)**

*Prerequisites:* GE 285, 290, 526, 528

**Offered Periodically**

The most significant literature on the nearly one billion year evolution of the component terrains that now comprise this Circum-Atlantic mountain system will be reviewed and analyzed.

Stratigraphic, structural, petrologic, and related geophysical, geochemical, and paleontological parameters important for holistic tectonic reconstructions will be emphasized.

*The Department*

**GE 692 Earth Systems Seminar I (Fall: 3)**

Upper level undergraduates may enroll by permission of the instructors.

**Offered Periodically**

This is a graduate level multidisciplinary course offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar.

*The Department*

**GE 794 Seminar in Geology (Fall: 3)**

**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

**GE 795 Seminar in Geophysics (Fall: 3)**

**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geophysics.

*The Department*

**GE 796 Seminar in Geology (Spring: 3)**

**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geology.

*The Department*

**GE 797 Seminar in Geophysics (Spring: 3)**

**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geophysics.

*The Department*

**GE 798 Reading and Research in Geophysics (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

**GE 799 Reading and Research in Geology (Fall/Spring: 3)**

**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geology under the supervision of a faculty member.

*The Department*

**GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

**GE 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**German Studies**

**Faculty**

**Christoph W. Eykman**, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

**Michael Resler**, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

**Rachel Freudenburg**, *Associate Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

**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 major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of 10 courses within the following curriculum:

- (2) (GM 201-202) Composition and Conversation
- (2) (GM 210-211) History of German Literature
- (6) Six semester courses in German literature or culture

**Note for majors with transfer credits:**

Of the 10 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, music, or a German course offered in English translation. In all, 10 one-semester courses in German numbered 100 and above are required to complete the major.

**Information for Study Abroad**

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of 2 semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad will be accorded major (or minor) credit. However, as noted in all departmental publications, of the 10 semester courses which constitute the major, a minimum of 4 courses beyond Composition and Conversation (i.e., at least 4 upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Dresden, Heidelberg, Tübingen, Freiburg, and Munich are all recommended. Students should consult either Prof. Rachel Freudenburg or Prof. Michael Resler when planning to study abroad in Germany.

**Graduate Program Description**

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

**GM 061 Intensive Reading in German (Summer:1)**

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.

*Undergraduate Course Offerings*

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

**GM 001 German A (Elementary I) (Fall: 3)**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with an interactive CD-ROM 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  
Ursula Mangoubi*

**GM 002 German A (Elementary II) (Spring: 3)**

*Prerequisite:* GM 001

A continuation of GM 001. Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with 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  
Ursula Mangoubi*

**GM 050-051 Intermediate German I and II (Fall/Spring: 3)**

*Prerequisites:* GM 001-002 or their equivalent

**Conducted primarily in German.**

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly  
Christoph Eykman  
Michael Resler  
The Department*

**GM 063 Triumphs and Failings of Modern Man (Spring: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**Conducted in English with all texts in English translation.**

**Counts toward German Major.**

**Offered Biennially**

This course focuses on a number of themes which characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scientist in the modern world. Twentieth century German, Swiss and Austrian writers will be discussed. The following works will be discussed in class: Thomas Mann, *The Magic Mountain* (novel); Sigmund Freud, *An Outline of Psychoanalysis* (essay); Erich Maria Remarque, *All Quiet on the Western Front* (novel); Wolfgang Borchert, *The Man Outside* (play and stories); Heinrich Böll, *Stories*; Friedrich Dürrenmatt, *The Physicists* (play).

*Christoph Eykman*

**GM 066 The Quest for Justice (Fall: 3)**

**Conducted in English.**

**Satisfies Literature Core Requirement**

**All texts in English translation.**

The term poetic justice implies that when we are wronged, literature can put it right, even if our environment cannot. In this

course, we read two of Germany's most enigmatic authors: Heinrich von Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

*Rachel Freudenburg*

**GM 175 Business German (Spring: 3)**

*Prerequisite:* GM 051 or the equivalent

**Conducted in German.**

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

*Ruth Sondermann*

**GM 201 German Composition and Conversation I (Fall: 3)**

*Prerequisites:* GM 050-051 or their equivalent

**Required for German majors**

**Auditors must register.**

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading.

*The Department*

**GM 202 German Composition and Conversation II (Spring: 3)**

*Prerequisite:* GM 201 or its equivalent

**Required for German majors.**

**Auditors must register.**

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. Continuous practice and frequent intensive exposure to the foreign language will lead to progress in overall proficiency.

*Christoph Eykman*

**GM 210 History of German Literature I (Fall: 3)**

*Prerequisites:* GM 050-051 (with a B- or better) or the equivalent

**Conducted in German.**

**Required for German majors.**

**Offered Biennially**

An introduction to the study of German literature, including a special unit on *Faust*. Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments and oral reports help students improve their overall proficiency in German.

*Rachel Freudenburg*

**GM 211 History of German Literature II (Spring: 3)**

*Prerequisites:* GM 050-051 (with a B- or better) or the equivalent

**Conducted in German.**

**Required for German majors.**

**Offered Biennially**

An introduction to the study of German literature. Selected texts from 1800 to the 20th century will be analyzed against the background of historical events, European literary movements, philosophy, music, film, art and architecture. Includes field trips as well as special units on the Holocaust and “minority” authors. This course incorporates activities to boost students’ German proficiency. Although German 210 is not a prerequisite, this course is a continuation of the History of German Literature I.

*Rachel Freudenburg*

**GM 216 Shooting Nazis: German Film from 1933-1945 (Spring: 3)  
Conducted in English.**

This course examines how filmmakers have sought to understand German fascism and its horrific consequences. Beginning with the Nazis’ self-representation in early propaganda films such as *SA-Mann Brand*, we continue with classics from the early postwar eras such as *The Murders Among Us*. With later films (*The Marriage of Maria Braun*, *David*, *The Boat*, *Jacob the Liar*, *The Harmonists*, *Mephisto*, *Life is Beautiful*), we outline how evaluations of the Holocaust and the Third Reich have changed over time, and ask how American and German versions of this history differ.

*Rachel Freudenburg*

**GM 222 Music and Word: German Musical Heritage from 1933 to 1945 (Fall: 3)**

*Prerequisites:* GM050-051 or their equivalent

**Conducted in German.**

**No formal knowledge of music required.**

Beginning in the Middle Ages and running through to the middle of the twentieth century, this course will examine the fusion of German-language texts with musical expression in the context of their social and cultural environment. A central focus of the course will be the great age of German music during the eighteenth and nineteenth centuries—including among others the works of Bach, Haydn, Mozart and Beethoven.

*Michael Resler*

**GM 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. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project. By arrangement.

*Rachel Freudenburg*

*Christoph Eykman*

*Michael Resler*

**GM 699 Honors Thesis (Fall/Spring: 3)**

**May be taken only with permission of the Chairperson**

By arrangement.

*Christoph Eykman*

*Rachel Freudenburg*

*Michael Resler*

**History****Faculty**

**Radu R. Florescu**, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**Raymond T. McNally**, *Professor Emeritus*; A.B., Fordham University; Ph.D., Free University of Berlin

**Thomas H. O’Connor**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

**Andrew Bunie**, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**Thomas Hachey**, *Professor*; Ph.D., St. John’s University

**John L. Heineman**, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

**Roberta Manning**, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

**David A. Northrup**, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**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

**Kevin Kenny**, *Associate Professor*; M.A., University of Edinburgh, Scotland; M.A., M.Phil., Ph.D., Columbia 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

**Deborah Levenson-Estrada**, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**Cynthia Lylerly**, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

**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

**Prasannan Parthasarathi**, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**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

**Davarian Baldwin**, *Assistant Professor*; B.A., Marquette; M.A., Ph.D., New York University

**Crystal Feimster**, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Princeton University

**Burke Griggs**, *Assistant Professor*; B.A., Stanford University; M.A., M.Phil., Ph.D., Yale University

**Seth Jacobs**, *Assistant Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

**David Quigley**, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., New York University

**Stephen Schloesser, S.J.**, *Assistant Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

**Franziska Seraphim**, *Assistant Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

**Sergio Serulnikov**, *Assistant Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

**Silvana Palermo**, *Adjunct Assistant Professor*; B.A., University of Buenos Aires; M.A., Ph.D., State University of New York at Stony Brook

#### Departmental Notes

- Administrative Secretary: Colleen O'Reilly, Carney 116, 617-552-3802, colleen.oreilly@bc.edu
- Undergraduate Program Assistant: Karen Potterton, Carney 114, 617-552-2265, karen.potterton@bc.edu
- Graduate Program Assistant: Meredith Volker, Carney 115, 617-552-3781, meredith.volker@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](mailto: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 careers in various international organizations, in journalism, business, or teaching at the elementary, secondary, or college levels.

#### Major Requirements

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are strongly encouraged to take the history Core in their freshman year and American Civilization in their sophomore year. Note that a score of 4 or 5 on the advanced placement test in

European history fulfills the two-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives—including two of the upper-division electives—should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the department's website ([http://www.bc.edu/bc\\_org/avp/cas/his/major.html#four](http://www.bc.edu/bc_org/avp/cas/his/major.html#four)).

Students may take a maximum of four foreign-study courses, no more than two of which may be upper-division courses, among the ten required courses beyond the University Core. Likewise a maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses, must be taken at Boston College during the regular academic year.

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 courses completed in this fashion will count toward the History major requirements.

#### Minor Requirements

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. No more than six of the eighteen required credits can be satisfied through advanced placement. A maximum of two independent study courses (HS 699 Readings and Research) can count toward minor requirements.

#### Information for First Year Majors and Non-Majors

**The University Core** requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All history Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each history Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and 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.

#### Information for Study Abroad

Many History majors profit greatly from spending part or all of their junior year abroad. Six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. This limits the total number of courses taken abroad for major credit to four and to a maximum of two for upper-division credit. Students seeking major elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even they spend an entire year abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the

spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing, and verify that they will be able to be in e-mail contact with their thesis advisor while abroad.

If you have any questions about your study abroad, please contact Prof. Paul Spagnoli, Director of Undergraduate Studies.

### 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 Lynch Graduate School of Education. It requires admission to both the Lynch School of Education Graduate Programs and to the Department of History. Course requirements vary depending upon the candidate's prior teaching experience, however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to the Lynch School of Education Graduate Programs section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations or for the successful completion of a specified number of courses, there are certain basic requirements.

*Faculty Advisor:* During the first 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 Requirements:* Students entering into the Ph.D. program without M.A.s are required to complete 14 courses (42 credits); 12 of these must be taken prior to comprehensive exams. Students entering with M.A.s may transfer in 3 courses (9 credits) if they wish. All students must complete at least one research seminar (although we strongly urge students to complete two) and all must complete the two-semester Core Colloquium in their first year. All students must also take the Dissertation Seminar within twelve months of passing their comprehensive exams. Finally, all students concentrating in American history must take the year-long American Colloquium.

*Plan of Study:* By the conclusion of the first semester, and after full consultation with their 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 coursework in each field and expect students to develop and master



a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies, students may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. 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.

*The Comprehensive Examination:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members with whom the student has done fields. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

*The Dissertation:* Students must have a dissertation topic before taking and passing comprehensive exams. The last two courses (six credits) earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals, written in the Dissertation Seminar, must be approved by the faculty advisor and filed with the department. Students in residence while writing their dissertation are required to attend the department's bi-monthly Dissertation Workshop. When finished, the completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

#### Master of Arts Programs

*Requirements:* The M.A. degree in history requires 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, and Russian 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 a M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

**Applications to the M.A. and Ph.D. Programs**

The deadline for applications to the graduate programs in history is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in history is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

**Funding**

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies History Department, Boston College, Chestnut Hill, MA 02467, e-mail: volker@bc.edu.

**Ph.D. Fields of Study****American History**

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social and Economic
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women

**Medieval**

- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Carolingian
- Anglo-Norman and Angevin
- Byzantine
- Medieval Archeology

**Early Modern European History**

- Religion
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France

**European History**

- European History 1789-1914
- European History 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social and Economic
- Diplomatic
- Imperialism
- Modern Britain

- Modern France
- Modern Germany
- Modern Ireland
- Modern Italy

**Russian and Eastern European History**

- Eastern Europe
- Pre-Revolutionary Russian History
- Soviet
- Polish

**Latin American History**

- Colonial Latin America
- Modern Latin America
- Central American/Caribbean

**Other Areas—(Minor only)**

- China
- Africa
- Middle East
- East Asia
- Japan
- South Asia
- India
- World

**Undergraduate Course Offerings**

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

**HS 001 Modern History I: Cultural and Institutional History (Fall: 3)**

*Corequisite:* HS 003

**Satisfies History Core Requirement**

**Followed in spring semester by HS 002**

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.

*John Rosser*

**HS 002 Modern History II: Cultural and Institutional History (Spring: 3)**

*Corequisite:* HS 004

**Satisfies History Core Requirement**

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. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of the factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and facism.

*John Heineman*

**HS 005 Modern History I: Social and Economic Development of Europe (Fall: 3)**

*Corequisite:* HS 007

**Satisfies History Core Requirement**

**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 struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism.

*The Department*

**HS 006 Modern History II: Social and Economic Development of Europe (Spring: 3)**

*Corequisite:* HS 008

**Satisfies History Core Requirement**

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then. The course fulfills the second half of the university core requirement in history.

*Paul Spagnoli*

**HS 011 Modern History I: Political and Social History of Europe (Fall: 3)**

*Corequisite:* HS 013

**Satisfies History Core Requirement**

**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 of Modern Europe (Spring: 3)**

*Corequisite:* HS 014

**Satisfies History Core Requirement**

This course will survey the major developments in modern history from the French Revolution to the present. Particular emphasis will be placed on the progress of the industrial and democratic revolutions and the major responses to each—liberalism, socialism, and fascism—and the wars, conflicts and transformations to which they led.

*James Cronin*

**HS 015 Modern History I: Cultural History of Modern Europe (Fall: 3)**

*Corequisite:* HS 017

**Satisfies History Core Requirement**

**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.

*The Department*

**HS 016 Modern History II: Cultural History of Modern Europe (Spring: 3)**

*Corequisite:* HS 018

**Satisfies History Core Requirement**

The continuation of HS 015.

*Rev. Francis Murphy*

**HS 023 Modern History I: Social and Cultural History of Europe (Fall: 3)**

*Corequisite:* HS 025

**Satisfies History Core Requirement**

**Followed in spring semester by HS 024**

This course surveys the evolution of western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution.

*Prasanna Parthasarathi*

**HS 024 Modern History II: Social and Cultural History of Europe (Spring: 3)**

*Corequisite:* HS 026

**Satisfies History Core Requirement**

The continuation of HS 023.

*Peter Weiler*

**HS 031 Modern History I: Europe and the Atlantic Community (Fall: 3)**

*Corequisite:* HS 033

**Satisfies History Core Requirement**

**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.

*Alan Rogers*

**HS 032 Modern History II: Europe and the Atlantic Community (Spring: 3)**

*Corequisite:* HS 034

**Satisfies History Core Requirement**

This course will explore the emergence of the modern world from the era of the French Revolution to the end of the twentieth century. We will pay particular attention to the interrelated histories of the societies bordering the Atlantic. Topics addressed include the transnational evolution of political ideologies; the impact of slave emancipation in the nineteenth century; the recurring importance of nationalism; imperialism and its discontents; the Cold War and its legacies.

*The Department*

**HS 041 Modern History I: A Cultural History of Europe from Pestilence to Enlightenment, 1346-1786 (Fall: 3)**

*Corequisite:* HS 043

**Satisfies History Core Requirement**

**Followed in spring semester by HS 042**

This course explores a set of crucial problems that have preoccupied modern thinkers and artists: how class and gender shape human life; cross-cultural encounters and shifts in knowledge; construction of group identities; the impact of technology; ways in which we construct use, and eclipse wonder; competing claims of freedom and equality, individual and community, universal and particular. First semester includes: plague, scholasticism, nominalism; cannibals, exoticism, que sais-je?; wars of religion and reformation; Calvin and

Hobbes; cogito ergo sum; Copernican Revolution, empiricism and skepticism; Chinese rites and Persian harems; fugue versus sonata; *Candide*; Rousseau's "New Man," 1776; *The Marriage of Figaro*.  
*Stephen Schloesser, S.J.*

**HS 042 Modern History II: A Cultural History of Europe from Bastille to Berlin, 1789-1989 (Spring: 3)**

*Corequisite:* HS 044

**Satisfies History Core Requirement**

This course explores a set of crucial problems that have preoccupied modern thinkers and artists. Second semester includes: French Revolution, Napoleon, Romanticism, industrialization, Frankenstein, socialism; 1848, Communist Manifesto and Socialist International; Liberalism, nationalism, imperialism; Darwin, race, orientalism; urbanism, consumerism, kleptomania; positivism and Decadence; prostitution, hysteria, eugenics; 1917; Lenin, Hitler, *Guernica*; Bauhaus, surrealism, dissonance; *Nausea*; decolonization; the Bomb; the Berlin Wall; Beethoven's *Ninth*.

*Stephen Schloesser, S.J.*

**HS 045-046 Modern History: Europe and the World (Fall/Spring: 3)**

*Corequisite:* HS 047-048

**Satisfies History Core Requirement**

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.

*The Department*

**HS 051 Modern History I: The Rise of Europe in the World (Fall: 3)**

*Corequisite:* HS 053

**Satisfies History Core Requirement**

**Followed in spring semester by HS 052**

This course provides an introduction to the history of Europe between the Renaissance and the French Revolution. Many of the momentous changes that transformed Europe during this time arose from how European monarchs, philosophers, scientists, artists, clergymen, merchants, farmers, and even peasants responded to their increasing contact with the peoples, products, cultures, and ideas from Asia, the Middle East, Africa, and the New World.

*Burke Griggs*

**HS 052 Modern History II: The Rise of Europe in the World (Spring: 3)**

*Corequisite:* HS 054

**Satisfies History Core Requirement**

The continuation of HS 051.

*Paul Breines*

**HS 060 Modern History II: Rise of Europe: East and West (Spring: 3)**

*Corequisite:* HS 062

**Satisfies History Core Requirement**

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 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 course will cover the period since 1800.

*The Department*

**HS 067 Modern History I: Europe and the Americas I (Fall: 3)**

*Corequisite:* HS 069

**Satisfies History Core Requirement**

**Followed in spring semester by HS 068**

The fall course runs from the 1490s to the 1790s and is a survey of the rise of capitalism and colonialism and their impact (economic, social, and cultural) upon Europeans and Latin Americans (Indigenous, Iberian, and African). This includes coverage of the rise of the Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France, and their American colonies. The period is viewed as a prolonged revolution in ideas—religious, political, intellectual, scientific, economic, and cultural—and their representation in attitudes, institutions, and events.

*Sergio Serulnikov*

**HS 068 Modern History: Europe and the Americas II (Spring: 3)**

*Corequisite:* HS 070

**Satisfies History Core Requirement**

The continuation of these ideas in the modern period is examined by the spring course, which covers the 1790s to the 1990s, emphasizing the growth of nation-states in Europe, Latin America, and the Caribbean; emancipation and immigration; the continued expansion of the capitalist world system and Europe's empires; the rise of fascism and socialism; and the impact of the Cold War upon Europe, Latin America, and the Caribbean.

*Deborah Levenson-Estrada*

**HS 081-082 Modern History: Europe and the World (Fall/Spring: 3)**

**Satisfies History Core Requirement**

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.

*The Department*

**HS 093 Modern History: Europe and the World (Spring: 3)**

**Satisfies History Core Requirement**

**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.**

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.

*The Department*

**HS 094 Modern History: Europe and the World (Fall: 3)****Satisfies History Core Requirement****This is the second part of the Core, but it is given in the fall semester.**

See course description under HS 093.

*The Department***HS 103 Celluloid Salvation: Redemption in 20th-Century Cinema and History (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

How, in the modern world, is redemption possible? Theologians, laypeople, and artists have grappled with this question throughout the twentieth century. From Capra's faith in the individual's power to radiate good in everyday life to Keislow's mystical vision of a world suffused with coincidence and interconnection, this course will use film to explore views of redemption (or notions of its impossibility) in the modern world.

*Lynn Lyerly**Stephen Schloesser***HS 104 American Presidency (Spring: 3)**

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.

*Mark Gelfand***HS 107 Internship (Fall/Spring: 1)***Prerequisites:* Any two semesters of HS 001 through HS 093

A one credit pass/fail educational experience.

*The Department***HS 111 America's War in Vietnam (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the origins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.

*Seth Jacobs***HS 130 History of Boston (Fall: 3)***Prerequisites:* 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 144 World War II—The Last Just War (Spring: 3)***Prerequisite:* Any two semesters of HS 001 through HS 094

This course offers a historical perspective of the causes and course of the greatest world conflagration. The emphasis will be upon the war's global dimensions and thus will not concentrate oneself upon any of the major theaters. Instead, it will integrate the events and developments and offer an interpretation to help students

understand the ways the war created the present world situation. The first third will cover the diplomatic disputes; the next third will discuss the major campaigns and strategies; the final section analyzes the broad impact socially, technologically, politically and culturally of the war.

*John L. Heineman***HS 151 East Asia: The Making of a World Region (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

This course offers an introduction to the history of East Asia as a world region, from the China-centered order of pre-modern times to multi-polar integration (and its opposite) at the end of the twentieth century. The focus lies on mapping the changing cultural, political and economic relations between China, Korea and Japan with particular attention to evolving European notions of (and activities in) the "Far East," which was often contrasted to a putative "West" in modern discourses of power. Foregrounding "history" rather than "civilization" helps us discover the global interconnections in which East Asia occupied a crucial place.

*Franziska Seraphim***HS 161 Biographies of Power in Latin America (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross listed with RL 609****Satisfies Cultural Diversity Core Requirement****This course is taught in Spanish.**

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the 20th century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.

*Sergio Serulnikov***HS 164 Historical Archeology (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Not open to students who have taken HS 224**

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

*John Rosser***HS 175 The History of Civil Rights and Women's Lib (Fall: 3)****Satisfies Cultural Diversity Core Requirement***Prerequisites:* Any two semesters of HS 001 through HS 094

African American freedom struggles and campaigns for civil rights have often moved in parallel lines and even intersected with the women's liberation movement. This course looks at the origins, development, politics, culture and exuberance of both the African American struggle for civil rights and the radical women's liberation movement, 1830-1975. We will examine issues such as the anti-slavery movement, campaigns for suffrage, the anti-lynching movement, feminism, black nationalism, school desegregation, abortion rights, and the labor movement.

*Crystal Feimster***HS 180 Introduction to Black Urban History: Migration, Modernization and Culture Making (Fall: 3)****Satisfies Cultural Diversity Core Requirement***Prerequisites:* Any two semesters of HS 001 through HS 094

This course examines aspects of the social and cultural history of four black urban communities: Boston, New York, Chicago and Los

Angeles. Students will be exposed to the varying methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living. The primary focus entails an examination of race, class, gender and regional formations in relationship to migration and urbanization. Moreover, discussions of black "high" and "popular" culture will help students understand how black people both shaped and were shaped.  
*Davarian Baldwin*

**HS 181-182 American Civilization I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

*The Department*

**HS 189-190 Afro-American History I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 104-105**

**Satisfies Cultural Diversity Core Requirement**

**Not open to students who have taken HS 283-284**

See course description in the Black Studies Department.

*Karen Miller*

**HS 205 Native Americans in U.S. History (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will focus on the history of Native Americans in the Continental United States from the pre-Columbian period to the present. Topics will include findings and controversies in the archeological record, pre-Columbian culture, native-European relations in the colonial era, Indian removal, reservation policy and the "genocide" debate in the nineteenth century; and Native Americans in the modern era. While this course will cover government policy and "white" images of native Americans, the primary focus will be on the social history of Native Americans themselves and how different disciplines seek to understand that history.

*Jeff Singleton*

**HS 208 Middle East in the Twentieth Century (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

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 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 228 Byzantium and the Crusades (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Not open to students who have taken HS 338**

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 235 American Catholic History (Spring: 3)**

*Prerequisites:* 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, Catholicism has existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of educational and charitable institutions.

*James O'Toole*

**HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross listed with UN 532**

See course description in the University Courses section.

*J. Joseph Burns, Associate Dean*

**HS 244 History of American Religion (Fall: 3)**

*Prerequisites:* 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. We will also examine what religious people have done on the basis of their beliefs. We will study the ideas and actions of both religious leaders and average believers.

*James O'Toole*

**HS 285 African American Life Narratives (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

*Prerequisites:* Any two semesters of HS 001 through HS 094

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

**HS 292 The Witch, the Church, and the Law (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

*Virginia Reinburg*

**HS 297 Women in Russian History and Culture (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

The role of women in Russian history and culture, from the ancient Scythian warrior maidens to the present day. We will study prototypes of women in Russian literature, the 18th Century Empresses, the women's liberation movement, women in the Russian Revolution, the NEEP, Stalinism, and World War II, the development of natural childbirth, postwar Super Moms and their critics, the revision to patriarchy after the fall of Communism, and the rise of a new feminism. We will explore the impact of political ideology, social-economic structures, religion, folkloric traditions, family organization, demography, and literary images on the lives and status of women.

*Roberta Manning*

**HS 300 Study and Writing of History (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

**Each section offers a different topic.**

**Required for history majors**

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.

*The Department*

**HS 300.13 The Study and Writing of History: Boston's Neighborhoods (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

An historical look at Boston through parts of its "neighborhoods," including the South End, the North End, South Boston, East Boston, Jamaica Plain, Roxbury, Charlestown and Dorchester.

*Andrew Bunie*

**HS 300.25 The Study and Writing of History: History of Civil Rights (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

*Karen Miller*

**HS 300.41 The Study and Writing of History: Imperial Rome (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

The course will investigate the Roman Empire at its height, from A.D. 14-180. Certain themes will be explored, including the role of the emperor and of the imperial court, military conquest, the rise of Christianity, slavery, and daily life. The emphasis of the course is on the textual analysis of primary sources (in translation), including the works of Tacitus, Suetonius, Pliny the Younger, St. Paul, Celsus, and Josephus. Artistic and archeological sources (including Pompeii and Hadrian's Wall) will also be used to aid our historical understanding of the period.

*John Rosser*

**HS 300.75 The Study and Writing of History: Anglo-Irish Relations, 1939-1949 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

This course will examine the evolution and transformation of the Anglo-Irish relationship from the outbreak of World War II, when Ireland declared itself a neutral, to the establishment of the Irish Republic in 1949. Specific attention will be given to the means by which Ireland managed to remain the only neutral dominion as

it gradually disengaged itself to form the British Commonwealth, while at the same time obtaining from Britain, via The Ireland Act of 1949, a most favored nation status. Issues that most affected the Anglo-Irish relationship were military, economic, cultural and immigration concerns.

*Thomas Hachey*

**HS 300.76 Hiroshima in History and Memory (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

Whether seen from the air or experienced on the ground, whether interpreted as the end of the Pacific War or the beginning of the nuclear age, the atomic bombings of Hiroshima and Nagasaki loom large not only in American and Japanese historical consciousness, but also in a global political culture. Clearly, the bombings were a product of history but also acquired a history of their own through the ways in which they were remembered over more than half a century. This course locates "Hiroshima" in the context of the Asia-Pacific War, the Cold War, and their legacies and encourages students to explore the relationship between history and memory through an independent research project.

*Franziska Seraphim*

**HS 300.77 The Study and Writing of History: Travel and Espionage (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

For generations travelers have journeyed through the Middle East as spies, scholars, missionaries, aesthetes, eccentrics and adventurers. The legacy of their literature has enriched and distorted our own culture and our view of the East. This course will examine the motives of the travelers and the impact of their writings. Specific topics to be considered include: psychology of the traveler, works of travel as history, the genre of travel literature, views of Islam and Muslims, response to and reception of the foreigner, Muslim travelers, the romantic impulse for travel and the effect of the industrial revolution.

*Benjamin Braude*

**HS 300.79 The Study and Writing of History: Authoritarianism and Democracy in Latin America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

This course is aimed at providing students a firsthand experience in historical research and writing. Its general topic is democracy and authoritarianism in twentieth century Latin America. Selected readings are intended to offer examples of how social scientist have examined the rise of the different types of authoritarian governments in the region. Based on the analysis of primary material, students will investigate a case study from any country in the region focusing on some of the factors (ideology, international context, social movements, historical patterns of military-civil society relations, etc.) that have undermined the consolidation of representative, inclusive political systems.

*Sergio Serulnikov*

**HS 300.80 The Study and Writing of History: Russia and the West (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

This course involves writing research papers that study how Russia has been perceived and discussed in Europe and America from the 18th century through the 20th century. The primary source materials for the research projects will involve travel accounts, policy discussions, and media coverage of Russia and the Soviet

Union. Students will be asked to think about what kinds of concerns, fears, fascinations, images and stereotypes have influenced western perceptions of Russia, and relations with Russia.

*Lawrence Wolff*

**HS 300.81 The Study and Writing of History: Witchcraft, Magic and Heresy (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

The purpose of the course is to introduce students to the practice of history through intensive reading and writing about witchcraft, magic, and heresy in sixteenth and seventeenth-century Europe. Over this two hundred year period thousands of trials were conducted in church and secular courts for practices labeled sorcery, superstition, and heresy. At the same time hundreds of published works on demonology by theologians, lawyers, and rulers portrayed in detail the many offenses against God and humanity committed by Satan and his human collaborators, the witches.

*Virginia Reinburg*

**HS 300.82 The Study and Writing of History: The United States and the Cold War (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 and HS 094; history major status

This course will examine the fifty-year Soviet-American confrontation and its extension from the central arena in Europe to the periphery in the Third World. Among other topics, students will discuss the shaping influence of World War II, the processes by which the U.S. government arrives at foreign policy decisions, the Vietnam War and the collapse of America's foreign policy consensus, the nuclear balance of terror, and the process of arms control. The course gives students the opportunity to design and carry out research projects—in consultation with the instructor—on topics relating to the American historical experience during the Cold War.

*Seth Jacobs*

**HS 300.83 The Study and Writing of History: Oral History and the African American Experience (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094; history major status

In this course students will not only learn about the importance and impact of oral histories and traditions in the African American experience, but will also devise an oral history project, identifying local and statewide resources, researching background information, conducting interviews, and creating appropriate forms for presenting interviewees stories. In the process, you will familiarize yourself with the varieties of African American oral history—stories, folktales, testimonies, slave narratives, and even “urban legends”—and with the complications of telling someone else's story, particularly when that someone is of a different class, race, generation, sex, and/or culture. The aim for the course is to train students, through readings, discussions and hands-on experience, with the methodology of oral history research in African American history.

*Crystal Feimster*

**HS 691 Honors Project and Thesis (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

*The Department*

**HS 692 Honors Project (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

*The Department*

**HS 695 Advanced Independent Research (Fall: 6)**

**Formerly known as Scholar of the College**

*Prerequisites:* 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 Advanced Independent Research (Spring: 3)**

**Formerly known as Scholar of the College**

*Prerequisites:* 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 698 Advanced Independent Research (Spring: 3)**

**Formerly known as Scholar of the College**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Students who are enrolled in an approved Advanced Independent Research Project (HS 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

*The Department*

**HS 699 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

*Undergraduate and Graduate Course Offerings*

**HS 303 The Rise of Modern China (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

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.

*Gray Tuttle*

**HS 304 Twentieth Century China (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

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 analysis of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution, 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.  
*Gray Tuttle*

**HS 309 Modern Japan, 1890-2001: Competing Localism, Nationalism, Internationalism (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

This course focuses on the emergence of Japan as an international, industrialized, and democratic country from the late 19th through the end of the 20th century. We will read about Meiji society as it was imagined and lived, examine ideas and realities of Japanese imperialism in Asia, discuss the nature of wartime facism compared to ultranational regimes elsewhere, and tackle contradictions that characterize postwar society—a society that grew out of the war experience while conceiving of itself as the war's "obverse." Finally, we will assess the changes and challenges in the 1990's in relation to Japan's "long postwar."

*Franziska Seraphim*

**HS 314 Religion and Politics in 20th Century India (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Not open to students who have taken HS 234**

In this course 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.

*Prassanan Parthasarathi*

**HS 318 Post-Slavery History of the Caribbean (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 318**

**Satisfies Cultural Diversity Core Requirement**

This course examines the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation in the international system. Its compass covers the Anglophone, Hispanophone, and Francophone Caribbean from Haitian independence in 1804 to the present.

*Frank Taylor*

**HS 322 Urban Poverty in Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 and HS 094

**Satisfies Cultural Diversity Core Requirement**

As the American landscape goes from rural to urban, perhaps nothing is as compelling as urban poverty and disorder. This class locates the urban poor—formal and informal economy workers, shanty town dwellers, street children and gangs—within the history of the city since the 19th century and to the present time. The course focuses on Brazil; it also looks at Mexican and Central American cities.

*Deborah Levenson-Estrada*

**HS 325 Revolutionary Cuba: History and Politics (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 325**

**Satisfies Cultural Diversity Core Requirement**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

*Frank Taylor*

**HS 326 History of Modern Iran (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

This course will 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. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

*Ali Banuazizi*

**HS 343 Rise and Fall of the Ottoman Empire (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure which grafted the high traditions of Islamic culture onto an ethnically linguistically and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

*Benjamin Braude*

**HS 347 The Asia-Pacific War (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course explores the centrality of World War II to the history of twentieth century East Asia with respect both to the preceding age of imperialism and colonialism and to the memory of the war, which continues to complicate East Asian relations today. The term "Asia-Pacific War" explicitly links the conflict between Japan and the United States commonly known as the Pacific War (1941-45) to Japan's military involvement on the Chinese mainland beginning in 1931 and considers the cultural and intellectual dimensions of the war along with the diplomatic and political ones.

*Franziska Seraphim*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross listed with BK 373**

**Satisfies Cultural Diversity Core Requirement**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics cov-

ered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

*Frank Taylor*

**HS 376 Latin American Women/Themselves (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

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 385 Introduction to Modern South Asia (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

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 independence and partition.

*Prasanna Parthasarathi*

**HS 430 Revolutionary Britain, 1603-1714 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross listed with EN 494**

This course surveys the history of the British Isles during its decisive period, when religious hatreds, social tensions, and political crises 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 British history, it takes advantage of a wide variety of primary sources.

*Burke Griggs*

**HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

*Robert Savage*

**HS 435 Ireland Before the Famine (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Not open to students who have taken HS 115**

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution, the struggle for Catholic Emancipation and the mid century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.

*Kevin O'Neill*

**HS 436 Twentieth Century Ireland (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the political, cultural and social history of Ireland in the twentieth century. Topics covered will include the Gaelic and literary revival, women's suffrage, the struggle for independence, civil war and the partition of the island. We will also examine economic development on both sides of the border and look at the civil unrest that has plagued Northern Ireland over the past thirty years. Particular attention will be devoted to the unfolding peace process and the role played by British, Irish and American leaders in trying to find a solution to "The Troubles."

*Thomas Hachey*

**HS 444 The End of History? (Spring: 3)**

*Prerequisites:* 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 454 Twentieth Century Russia (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Whither Russia? What does the future hold in store for the world's largest nation, which has long surprised, horrified and astonished outside observers? We will explore the stormy course of 20th Century Russian History from Tsar Nicholas II to the present day. Topics covered include the revolutionary movement, the 1905 and 1917 Revolutions, the Civil War, the power struggle, Stalinism, industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism and dissolution of the USSR, and the great Russian Depression.

*Roberta Manning*

**HS 456 Russia and the Cold War (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Soviet foreign policy and military history, with special emphasis on the period after World War II. We will study the foreign policy of successive Russian leaders from Lenin to Putin. Topics covered include the Russian Revolution, the two World Wars, the interwar period, the Cold War crises from Berlin through Cuba, the nuclear arms race, espionage, the transfer of superpower rivalries from Europe to the Third World, the Sino-Soviet split, Détente, Vietnam, Afghanistan, the New Cold War, the fall of Communism and disintegration of the USSR, Chechnia, the Second Afghan War, and the emergence of a new world order.

*Roberta Manning*

**HS 466 Europe 1871-1914 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the development of Europe from the end of the Franco- Prussian War to the outbreak of World War I. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity, and the rise of European domination of the world.

*Alan Reinerman*

**HS 468 European Intellectual History, 1492-1789 (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Four great revolutions took place between 1600 and 1800. Two of them were political revolutions: the English Revolution of the 1640's, and the French Revolution of the 1790's. Yet both of these were fundamentally connected to revolutions in knowledge: the scientific revolution of the seventeenth century, and the eighteenth-century Enlightenment. This course surveys these revolutions in power and in knowledge, and surveys the relationships among them, through study of some of the period's principal texts in intellectual history.

*Burke Griggs*

**HS 469 Intellectual History of Modern Europe I (Fall: 3)**

*Prerequisites:* 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 470 Intellectual History of Modern Europe II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course is a continuation of HS 469

*Paul Breines*

**HS 477 Modern Italy (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the development of Italy from 1815 to the present, explaining how during these years Italy was transformed from a politically divided, culturally stagnant, and economically backward land to the united, prosperous, and democratic, if troubled, nation it is today.

*Alan Reinerman*

**HS 478 Italian Renaissance Adolescents (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross Listed with RL 336**

See course description in the Romance Languages and Literatures Department.

*Laurie Shepard*

**HS 479 Rome and the Vatican (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Not open to students who have taken HS 232**

This course focuses on Rome and Vatican history during the early modern period. That is, Renaissance and Baroque Rome. The course combines aspects of urban history, religious history, and the history of art and architecture. It examines the Roman careers of such artists and architects as Bramante, Raphael, Michelangelo, Caravaggio, Bernini, and Borromini. It considers the evolving relations between the Vatican and Rome, between the papacy itself and the papal city, addressing the question of what is specifically Roman about Roman Catholicism in early modern Europe.

*Lawrence Wolff*

**HS 488 The French Revolution (Fall: 3)**

*Prerequisites:* 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.

*Paul Spagnoli*

**HS 492 Europe Since 1945 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course, team taught by a German and French historian of modern Europe, traces the dramatic transformation of the continent from the chaos of the "year Zero" in 1945 to the euphoria of the introduction of a common European currency in a commercial union which is larger than the United States. Individual topics will include the reconstruction of the economy following the war, the development of the Cold War, the crises of decolonization, the division and subsequent reunion of eastern and western Europe, and the on-going issues of migration and the search for a common European culture.

*John L. Heineman*

*Francis J. Murphy*

**HS 505 The History of New York City, 1776 to the Present (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

New York City has long occupied a unique place in the American imagination. For some the city has been utopia, symbolizing the nation's democratic promise. Others have looked to New York and seen, instead, an urban dystopia teeming with crime and corruption. This course will consider the city's history from the American Revolution to its contemporary resurgence, paying attention to the following: immigrants and their cultures; the Civil War draft riots; Coney Island and the rise of urban mass culture; the Harlem Renaissance; outerborough conservatism in the 1970s. We will make use of novels, memoirs, films, and other historical sources.

*David Quigley*

**HS 510 Text and Context: Ralph Ellison's *Invisible Man* and the Black Modern Experience (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

*Prerequisites:* Any two semesters of HS 001 through HS 094

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's *Invisible Man*. Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African American life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois' concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central to the modern experience.

*Davarian Baldwin*

**HS 514 The American Civil War and Reconstruction (Fall: 3)**

*Prerequisites:* 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 518 U.S. Constitutional History (Spring: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

*Alan Rogers*

**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 554 Race, Gender, and Sexuality in the South (Spring: 3)**  
Satisfies Cultural Diversity Core Requirement

*Prerequisites:* Any two semesters of HS 001 through HS 094

Exploration of the changing patterns of manhood and womanhood in the southern regions of the United States from the colonial period through the twentieth century, with emphasis on race and gender politics. Topics include slavery, labor, race, class relations, family life, sexuality, and violence.

*Crystal Feimster*

**HS 558 American Irish (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094.

**Not open to students who have taken HS 286**

Between 1700 and 1855, 3.5 million Irish people crossed the Atlantic to settle in North America. This vast movement was of great historical significance on both sides of the Atlantic: it played a fundamental role in the shaping of modern Ireland, and it determined the economic, political and cultural development of the United States at this time. The course will examine the history of this migration in terms of the social, economic, political, and cultural history of the Irish in both Ireland and the United States, with a focus on continuity and change in a transatlantic setting.

*Kevin Kenny*

**HS 560 American Environment (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Not open to students who have taken HS 259**

The study of America's physical being from colonial settling to the present, examining the changes made ecologically to our public/private land and water. America imagined itself as bountiful and limitless in resources. Over time, reality has set in to show a nation ecologically in turmoil. Areas and issues studied include clearing the land, the impact of urbanization and suburbanization, transportation, American manufacturing from giant to rust belt, environmental protectors (e.g., Rachel Carson, John Muir), preserving national sites, and environmental racism.

*Andrew Bunie*

**HS 564 Goin' to Chicago: The Great Migration and Urban Culture in the Black Metropolis (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course examines the social and cultural history of Chicago's black urban community. By focusing on the early to mid twentieth century, this course highlights a period of cultural contact and transformation marked by the Great Migration, industrialization and a commercialization of culture in urban centers. More generally, the aims of this course are to examine how migration and the shifting notions of race, class and gender shaped life in urban places. Furthermore, urban identity formations will be explored through musical forms, visual images, literary styles, and the leisure activities of everyday culture.

*Davarian Baldwin*

**HS 567 History of Sports in America (Spring: 3)**

A look at recreation, leisure, and sports as a way of life in America, and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to present-day Holy War—BC-Notre Dame football—emphasis is

placed on class structure in athletics, the issue of race, monetary upward mobility, sports and the city, the nation's love affair with heroes, and more recently with heroines, as well as gender issues.

*Andrew Bunie*

**HS 570 Social Action in Urban America (Fall: 3)**

*Prerequisites:* 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. Students will investigate the history of their own community organization.

*Marilynn Johnson*

**HS 571 U.S. Foreign Relations I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American "empire," the development of, and debate over, constitutional powers, and the struggle for American markets in Asia and elsewhere.

*Seth Jacobs*

**HS 572 U.S. Foreign Relations II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

The continuation of HS 571.

*Seth Jacobs*

**HS 606 Racial Violence in American History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Examination of the role of violence in shaping the political, social and economic experiences of various racial groups in the United States. Emphasis on the racial, religious, and ethnic violence against Native Americans, European emigrants, African Americans, Chicanos, and Asian Americans. Topics include: "trail of tears," slavery, manifest destiny, Reconstruction, lynching, Japanese internment camps, prostitution, the gold rush, and the civil rights movement.

*Crystal Feimster*

**HS 654 Irish Women Emigrants: The Irish and American Context (Fall: 3)**

*Prerequisites:* 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.

*Ruth-Ann Harris*

**HS 668 American Immigration and Ethnicity (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course will examine the history of American immigration and ethnicity from the colonial era, through the "old" immigration of 1820-80 and the "new" immigration of 1880-1920, to the "third

wave” of immigration from 1965 onward. The course will pay particular attention to the following topics: the causes of emigration in the “home” countries; patterns of immigration and settlement; concepts of ethnic identity; labor, race, and gender; government policy and ethnic organization and mobilization. The course will examine the history of all major groups, with special attention to Irish, Mexican and Asian immigration.

*Kevin Kenny*

**HS 669 Eire/Land: Culture, Politics and Irish Landscape (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Eire/Land charts the cultural responses to the land in Celtic times, and from the late 18th to the 20th centuries. We will trace the history and development of Irish landscape painting and read key works of literature. The McMullen Museum exhibition and its lecture series will be incorporated into the course.

*Robert Savage*

### **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 804 Colloquium: Methods in Cultural History: Mass Culture and Consumerism (Spring: 3)**

This reading intensive seminar is designed to guide students through some of the major theories of mass culture and consumerism and, most importantly, the application of these theories within studies of cultural history. We will cover overlapping debates with “Frankfurt School” critical theory, cultural studies, ethnic studies, anthropology, literature, etc. and their relationship to current developments in the field of cultural history. Though the course will focus on the 20th century U.S., texts that deal with earlier historical moments and alternative locations will also be considered.

*Davarian Baldwin*

**HS 848 Colloquium: Topics in Intellectual History (Fall: 3)**

The colloquium examines the writings of the late George L. Mosse, who worked in numerous fields and sub-fields in European history: Reformation history; cultural history; contemporary history; modern Germany; nationalism, Fascism, and Nazism; the Great War; gender and gay history; and Jewish history. Along with common Mosse readings, participants will select a field or sub-field and a book by Mosse, focusing on it through the course, situating it in the broader historiography of the field or sub-field, and delineating their own approach to history.

*Paul Breines*

**HS 871 Colloquium: U.S. to 1877 (Spring: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.

*Lynn Lyerly*

**HS 872 Colloquium: U.S. Since 1860 (Fall/Spring: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

*Marilynn Johnson*

**HS 885 Colloquium: The Irish Migration to North America (Fall: 3)**

This colloquium will introduce graduate students to the complexity of the Irish-American past. More than seven million Irish peo-

ple have crossed the Atlantic for North America since 1700. Taking a transatlantic perspective, the seminar will examine in-depth the conditions that led to mass migration from Ireland, the process of migration, and the principal themes in the history of the American Irish, including labor, race, gender, religion, politics, and nationalism.

*Kevin Kenny*

**HS 893 Colloquium: Comparative Social Movements (Spring: 3)**

*Deborah Levenson-Estrada*

**HS 896 Core Colloquium: Early Modern European History (Fall: 3)**

**Required for all incoming Ph.D. students**

This course will serve as intellectual preparation for teaching the first half of the history department’s Core course in modern history, which covers roughly the period from the late middle ages through the French Revolution. Equally important, however, the course will also serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings have been chosen both because they treat an important topic in the period but also because of their significance for historical interpretation and practice today.

*Lawrence Wolff*

**HS 897 Core Colloquium: Modern European History II (Spring: 3)**

**Required for all incoming Ph.D. students**

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

*Peter Weiler*

#### **Graduate Seminars**

**HS 921 Seminar: Medieval European History (Fall: 3)**

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. 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 graduate students in the seminar.

*Robin Fleming*

**HS 937 Seminar: Modern European History (Fall: 3)**

This course is designed to provide a structured setting within which students of Modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language. Students will be expected to present a completed paper to the class for discussion.

*James Cronin*

**HS 944 Seminar: Ideology, Poetry and Politics: Jacobite Ireland (Spring: 3)**

*Brendan O’Buachalla*

**HS 971 Seminar: 19th Century U.S. History (Fall: 3)**

*Alan Rogers*

**HS 978 Seminar: 20th Century U.S. (Spring: 3)**

*Carol Petillo*

**HS 979 Seminar: Politics and Culture in American History (Spring: 3)**

*David Quigley*

**HS 992 Seminar: Dissertation Seminar (Spring: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

*Prasanna Parthasarathi*

**Graduate Independent Study****HS 799 Readings and Research (Fall/Spring: 3)**

*The Department*

**HS 801 Thesis Seminar (Fall: 6)**

By arrangement.

*The Department*

**HS 888 Interim Study (Fall/Spring: 0)**

*The Department*

**HS 899 Interim Study (Fall/Spring: 0)**

*The Department*

**HS 997 Dissertation Workshop (Fall/Spring: 0)**

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

*The Department*

**HS 998 Doctoral Comprehensives (Fall/Spring: 0)**

*The Department*

**HS 999 Doctoral Continuation (Fall/Spring: 0)**

*The Department*

**The Honors Program****Departmental Notes**

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, oconnoma@bc.edu
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- World Wide Web: [http://www.bc.edu:80/bc\\_org/avp/cas/ashp/](http://www.bc.edu:80/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.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on the campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room

and a large library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts and social gatherings for faculty and students.

**Freshman and Sophomore Year**

In their first two years, students take a course called **The Western Cultural Tradition**. This is a four-semester, six-credit course, equal to two of the five courses 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 and Marx and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

**Junior Year**

In junior year, students take an advanced seminar called **The Twentieth Century and the Tradition**. This two-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

**Senior Year**

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a **senior thesis**, which is ordinarily a six-credit enterprise, spread over two semesters. This may be an extended research or analytic paper, or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of

their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in an **integrative seminar** where they will re-read certain key texts that they may have studied years earlier (Plato's *Republic*, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

#### Honors Program Completion

Students will receive Honors Program designation in the Commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or one of the senior integrative seminars, and have maintained a minimum 3.33 GPA.

#### Information for Study Abroad

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year "20th Century and Tradition" sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still important requirements left in the major) it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer HP students in fashioning their four-year curriculum.

#### Undergraduate Course Offerings

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

##### HP 001 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 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

##### HP 002 Western Cultural Tradition II (Fall: 3)

*Corequisite:* HP 001

See course description under HP 001.

*The Department*

##### 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 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the

freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

##### HP 004 Western Cultural Tradition IV (Spring: 3)

*Corequisite:* HP 003

See course description under HP 001.

*The Department*

##### HP 031 Western Cultural Tradition V (Fall: 3)

*Corequisite:* HP 032

See course description under HP 001.

*The Department*

##### HP 032 Western Cultural Tradition VI (Fall: 3)

*Corequisite:* HP 031

See course description under HP 001.

*The Department*

##### HP 033 Western Cultural Tradition VII (Spring: 3)

*Corequisite:* HP 034

See course description under HP 001.

*The Department*

##### HP 034 Western Cultural Tradition VIII (Spring: 3)

*Corequisite:* HP 033

See course description under HP 001.

*The Department*

##### HP 133 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the 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.

*Martin Cohen*

*Christopher Constas*

*Mary Joe Hughes*

*Michael Martin*

*Susan Mattis*

*John Michalczyk*

*Vanessa Rumble*

##### HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

*Martin Cohen*

*Christopher Constas*

*Mary Joe Hughes*

*Michael Martin*

*Susan Mattis*

*Kevin Newmark*

*Vanessa Rumble*

##### HP 199 Readings and Research (Fall/Spring: 3)

*The Department*

**HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)***Timothy Duket***HP 253 Senior Seminar: Literature and Medicine: The Human Experience (Fall: 3)**

This course examines ethical, social, moral, and psychological issues in the areas of science and medicine as expressed through various literary genres, e.g., novels, plays and poems. Literary masterpieces are employed as a springboard for discussion of various scientific and human issues as they relate to disease, death, suffering, and healing. Topics covered include the evil doctor, the quack, human and animal disease as metaphor, birth and death, mental illness, and the physician as artist.

*David Hatem, M.D.***HP 254 Senior Seminar: Law, Medicine, and Public Policy (Fall/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.

*John J. Paris, S.J.***HP 258 Language of Liturgy (Fall: 3)**

Cross listed with TH 198 and SL 221

See course description in the Slavic and Eastern Languages Department.

*Michael Connolly***HP 259 Hitler, Churches and Holocaust (Fall: 3)**

Cross listed with TH 482

See course description in the Theology Department.

*Donald Dietrich***HP 299 Senior Honors Thesis (Fall/Spring: 3)***The Department***HP 399 Advanced Independent Research (Fall/Spring: 6)**

Formerly known as Scholar of the College

*The Department***International Studies****Departmental Notes**

- Director: David Deese, McGuinn 217, 617-552-4585, deese@bc.edu
- Academic Advisor/Program Administrator: Linda Gray MacKay, Hovey House 108, 617-552-0740, mackayli@bc.edu
- World Wide Web: <http://www.bc.edu/isp>

***Undergraduate Program Description***

The interdisciplinary major in International Studies includes professors from several key departments, prepares students to become effective citizens in an increasingly interdependent international environment. The major focuses on cultural, political, and economic relations among states, intergovernmental organizations, non-governmental organizations, multinational corporations and social movements. The program strongly encourages foreign study and advanced study of a foreign language.

***Applying for the International Studies Major***

Students are accepted into the International Studies Major by **application only**. Approximately 20 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of

the International Studies program that includes faculty from the departments of Political Science, Psychology, Sociology, Theology, Economics, History and Romance Languages and the Associate Dean of Arts and Sciences. Criteria for admission includes: academic achievement (overall GPA, rigor of a student's academic program, and other noteworthy aspects of academic performance), strength of a faculty member's letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of student's personal intellectual statement for admission, and foreign language proficiency. Applications must be submitted by October 15. Applications are available at <http://www.bc.edu/isp>.

**Major Requirements****International Studies Core: 7 courses**

- PO 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- A Comparative Politics course
- TH 863 Ethics, Religion & International Politics
- History, Culture & Society (2 courses from an approved list)

**Disciplinary Base: 6 courses**

Either in Economics or Political Science

- Economics:
  - EC 201 Microeconomic Theory or preferably EC 203
  - EC 202 Macroeconomic Theory or preferably EC 204
  - EC 151 Statistics or preferably EC 157
  - EC 228 Econometrics or EC 308 Game Theory in Economics
- 2 electives chosen from:
  - EC 271 International Economic Relations
  - EC 276 Political Economy of Developing Nations
  - EC 371 International Trade
  - EC 372 International Finance
  - EC 373 Economics of Latin America
  - EC 375 Economic Development

- Political Science: PO 041-042 Fundamentals I & II
- Methods Course
- 3 electives from an approved list

**Senior Year Research and Writing Project: 2-semester requirement**

Fall: senior seminar, research paper (TH 550, SC 500)

Spring: senior thesis, faculty-undergraduate research project, or research/writing/internship

**Minor Requirements**

The interdisciplinary minor is a carefully structured six-course plan of study which includes two required foundational courses and four elective courses chosen on the basis of a thematic area of study and a region chosen by the student.

**Foundational Courses**

- PO 500 Introduction to International Studies
- A comparative course—choose one:
  - EC 276 Political Economy of Developing Nations (Prerequisites: EC 131 & 132 Principles of Economics Micro & Macro)
  - TH 162 Religious Quest
  - PO 400 Introduction to Comparative Politics
  - SC 093 Comparative Social Change

**Thematic Areas of Study—choose one:**

- Development Studies
- International Political Economy
- Causes of War and Peace
- Ethics of International Relations

**Geographic Regions—choose one:**

- Africa



- China and Asia
- Latin America and the Caribbean
- Middle East
- Russia and East Central Europe
- Western Europe

**Senior Seminar**

All International Studies minors must take a Senior Seminar (TH 550, SC 500) and write a senior paper based on an international theme. The senior seminar can be counted toward meeting a student's thematic or regional elective requirements.

**Information for First Year Students**

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science university core requirements:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies:

- TH 161-162 The Religious Quest I and II to fulfill their Theology Core requirement
- HS 055-056 Modern History I and II: Globalization to fulfill their History Core requirement

**Information for Study Abroad**

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad.

Any students who is contemplating doing a senior honors thesis who plans to be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, is strongly urged to plan ahead. They should try to establish their thesis topic and identify a faculty member who is willing to supervise their work with whom they can keep in contact by e-mail while they are abroad before they leave Boston College.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at mackayli@bc.edu or 617-552-0740.

**Undergraduate Course Offerings**

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

**IN 500 Introduction to International Studies (Spring: 3)**

**Cross listed with PO 500**

**This course is open to undergraduate students who have not yet taken PO 501 or PO 507.**

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.

*Donald Hafner*

**IN 504 Seminar: Ethics in International Studies (Fall: 3)**

**Cross listed with TH 504**

**Open to Seniors in International Studies and others with the permission of the instructor**

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of mod-

ern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

*Donald J. Dietrich*

**IN 550 International Studies Seminar (Spring: 3)**

**Cross listed with SC 500**

Designed primarily for graduating seniors who are completing thesis requirements for the International Studies Major or Minor. The seminar will be interdisciplinary in focus. Seniors in International Studies are welcome regardless of their specialty or field of interest, although the main analytical concepts will be drawn from the social sciences. Initially, we shall be concerned with broad, common themes in contemporary International Studies, including: the "new world order," democratization, terrorism, technology and social change, trade and dependency, the clash of cultures, etc.

*Paul S. Gray*

**IN 600 Ethics, Religion and International Politics (Spring: 3)**

**Cross listed with TH 563**

**See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.

*David Hollenbach, S.J.*

**Mathematics**

**Faculty**

**Gerald G. Bilodeau**, *Professor Emeritus and Director of the Mathematics Institute*; A.B., University of Maine; A.M., Ph.D., Harvard University

**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 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

**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University

**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

**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

**G. Robert Meyerhoff**, *Professor*; A.B., Brown University; Ph.D., Princeton University

**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

**John H. Smith**, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

**Paul R. Thie**, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

**Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

**Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

**C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California

**Robert H. Gross**, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

**Richard A. Jensen**, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Indiana University

**Charles Landraitis**, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

**Rennie Mirollo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

**Ned I. Rosen**, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

**John P. Shanahan**, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

**Martin J. Bridgeman**, *Assistant Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

**Kevin Blount**, *Adjunct Instructor*; B.S., M.S., University of Florida; Ph.D., Vanderbilt University

**Marie Clote**, *Adjunct Instructor*; M.A., D.E.A., University Paris VII

**Benji Fisher**, *Adjunct Instructor*; A.B., Harvard University; Ph.D., Princeton

**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

- Administrative Assistant: Mrs. Marilyn Adams, 617-552-3750, marilyn.adams@bc.edu
- Department Office: Carney Hall, Room 301
- Department FAX: 617-552-3789
- 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 the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

#### Major Requirements

The Mathematics major requires completion of ten (10) courses, as follows:

- Six (6) required courses
  - MT 103 Calculus II (Math/Science Majors)
  - MT 202 Multivariable Calculus
  - MT 210 Linear Algebra
  - MT 216 Algebraic Structures
  - MT 310 Introduction to Abstract Algebra
  - MT 320 Introduction to Analysis
- Four (4) elective courses
  - Chosen from MT electives numbered between 400 and 499 or above 800

- A grade point average of at least 1.67 in the ten MT courses used to fulfill the major
  - Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are required to substitute MT electives for each course omitted.

In order to fully appreciate the role of mathematics in other disciplines, we strongly recommend that our majors supplement their programs 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.

#### Departmental Honors

The department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Completion of the major with Honors requires a minimum of thirteen (13) courses:

- Completion of 10 courses for the MT major, as listed above
- MT 695 Honors Seminar (normally offered in spring semester)
- Completion of two graduate level classes (numbered MT 800 or above)
- A grade point average of at least 3.0 in MT courses numbered 300 or above

#### Minor in Mathematics

The Mathematics minor requires completion of six (6) courses, as follows:

- Three (3) required courses
  - MT 101 Calculus II or MT 103 Calculus II (Math/Science Majors)
  - MT 200 Intermediate Calculus or MT 202 Multivariable Calculus
  - MT 210 Linear Algebra
- Three (3) elective courses, chosen from among the following:
  - MT 216 Algebraic Structures
  - MT 245 Discrete Mathematics
  - MT 305 Advanced Calculus (Science majors)
  - MT 310 Introduction to Abstract Algebra
  - MT 320 Introduction to Analysis
  - Any MT major course numbered 400 or higher

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are required to substitute MT electives for each course omitted.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

- **Biology and Chemistry**
  - MT 410 Differential Equations
  - Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
  - MT 427 Mathematical Statistics
  - MT 470 Modelling
- **Computer Science**
  - Either MT 245 Discrete Mathematics or MT 445 Applied Combinatorics (**not both**)
  - MT 414 Numerical Analysis
  - Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
  - MT 427 Mathematical Statistics
  - MT 430 Number Theory
  - MT 435-MT436 Linear Programming I and II

MT 470 Modelling

• **Economics**

MT 410 Differential Equations  
 MT 414 Numerical Analysis  
 Either MT 420 Probability and Statistics or MT 426  
 Mathematical Probability (**not both**)  
 MT 427 Mathematical Statistics  
 MT 435-MT436 Linear Programming I and II  
 MT 470 Modelling

• **Physics**

MT 410 Differential Equations  
 MT 414 Numerical Analysis  
 Either MT 420 Probability and Statistics or MT 426  
 Mathematical Probability (**not both**)  
 MT 427 Mathematical Statistics  
 MT 440 Dynamical Systems  
 MT 451 Euclidean and Non-Euclidean Geometry  
 MT460 Complex Variables  
 MT 470 Modelling

**Information for Study Abroad**

Normally, Mathematics majors should have completed MT 103, MT 202, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Normally, majors take no more than two mathematics courses per semester while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of course students may take while abroad, but almost all will count as electives. (In particular, MT 310 and MT 320 are often difficult to find overseas.) Choices most commonly available include courses in Differential Equations, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability & Statistics, and Operations Research.

The department recommends the programs at King's College London, University of Melbourne, and Murdoch University. For course approval, contact Professor Keough (Chairperson), Professor Rosen (Assistant Chairperson), or Professor Reeder (Study Abroad Advisor for Mathematics).

**Choosing Courses and Fulfilling Core Requirements**

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 3 or higher on the BC Advanced Placement Exam, or a score of 4 or higher on the AB Advanced Placement Exam (once recorded on your transcript by the Admissions Office), exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

**Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics**

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 103 (Calculus II/Math and Science), or MT 202 (Multivariable Calculus). If you have had a year of calculus, MT 103 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202.

**Majors in Biology or Computer Science, and all Premedical students**

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 200 (Calculus III). If you have had a year of calculus (the "AB" curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 200. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102-MT 103-MT 202 sequence, mentioned above.

**Carroll School of Management students**

If you've not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 200 (Calculus III) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 200.

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors, Nursing students)
- MT 005 Linear Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 020 Survey of Calculus
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

**Graduate Program Description**

**Master of Arts Program**

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department of the Carroll School of Management, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (10 courses) in the department and participation in a 3-credit seminar (MT 903). Under special circumstances, with the approval of the

Graduate Committee and the Department Chair, a student can satisfy the degree requirements with 27 credit hours of courses (9 courses) and a thesis (6 credit hours).

Among the 10 courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Number Theory, MT 435-436 Linear Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modelling, and computer science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

#### Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch Graduate School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch Graduate School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 (5 courses) are in Mathematics. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., please refer to the Lynch School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LSOE, at (617) 552-4214.

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II. The other three must be MT courses at or above the 400 level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- Either MT 420 Probability and Statistics or MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics—that may be accomplished by any computer science major course beyond Computer Science I

Another course particularly well suited for this program is MT 430 Number Theory.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

#### Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (18 credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, twenty-four credits remain, twelve each in mathematics and in management. A student may take six management credits in the summer, in which case only eighteen credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all twenty-four credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

#### M.Ed. in Mathematics

The Master of Education in Secondary Mathematics consists of 31 education credits, but requires only 6 credits in mathematics. M.Ed. students are not eligible for Teaching Fellowships in mathematics, but the program may be completed in as little as one year plus two summers. Application materials and information on the education component are obtainable from Lynch School of Education.

#### 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 as an enrichment in an area related to mathematics.

#### MT 010 Pre-Calculus Mathematics (Fall: 3)

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 courses 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 (Fall/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 (Fall/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 Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

**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 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 eigenvalues. 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/Spring: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

**MT 235 Mathematics for Management Science (Fall/Spring: 3)**

*Prerequisites:* MT 100 or equivalent, MC 021, and EC 151

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

**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 subrings, 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 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 alge-

braic 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.

#### Mathematics Major Electives

These courses are primarily taken to fulfill the elective requirements of the mathematics major.

#### MT 410 Differential Equations (Fall: 3)

*Prerequisites:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general  $n$ th order equations with constant coefficients, series solutions, and special functions.

#### 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, and 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 continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

#### MT 427 Mathematical Statistics (Spring: 3)

*Prerequisite:* 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 Mathematical Programming I (Fall: 3)

*Prerequisite:* MT 210

The MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algo-

rithm. 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.

*Paul R. Thie*

#### MT 436 Mathematical Programming II (Spring: 3)

*Prerequisite:* MT 435

This course is a continuation of MT 435.

*Paul R. Thie*

#### 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 or MC 248.**

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. For spring 2003, the topic will be the History of Mathematics.

**MT 499 Readings and Research (Fall/Spring: 3)**

**Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Chairperson.

**MT 695 Honors Seminar (Spring: 3)**

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

**Graduate Course Offerings**

**MT 801 Thesis Seminar (Fall: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**MT 804 Analysis I (Fall: 3)**

*Prerequisite:* MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**MT 805 Analysis II (Spring: 3)**

*Prerequisite:* MT 804

This course is a continuation of MT 804.

**MT 814 Theory of Functions of a Complex Variable I (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.

**MT 815 Theory of Functions of a Complex Variable II (Spring: 3)**

*Prerequisite:* MT 814

This course is a continuation of MT 814.

**MT 816 Modern Algebra I (Fall: 3)**

*Prerequisite:* MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

**MT 817 Modern Algebra II (Spring: 3)**

*Prerequisite:* MT 816

This course is a continuation of MT 816.

**MT 851 Stochastic Processes (Spring: 3)**

*Prerequisites:* Multivariable calculus-based probability course; in particular, the material in MT 420 or MT 426 is sufficient background.

We'll start with a brief review of probability theory, random variables, and standard distributions, then study conditional expectations, discrete time Markov chains, the Exponential distribution and Poisson processes, continuous-time Markov chains (including birth and death processes), renewal theory, and, time permitting, Brownian motion.

*Daniel Chambers*

**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.

*Ned Rosen*

**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.

*Ned Rosen*

**MT 880 Advanced Topics in Mathematics (Fall/Spring: 3)**

Topics of this one-semester course vary according to the interests of faculty and students. With department permission it may be repeated.

**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/Spring: 3)**

**Department permission is required.**

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

**MT 903 Seminar (Spring: 3)**

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

**Music**

**Faculty**

**T. Frank Kennedy, S.J., Professor;** 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

**Thomas Oboe Lee, Professor;** B.A., University of Pittsburgh; M.M. New England Conservatory; Ph.D., Harvard University

**Jeremiah W. McGrann, Adjunct Assistant Professor;** B.A., Austin College; Ph.D., Harvard University

**Jerry Cadden, Assistant Professor;** B.M.Ed., University of Southern Mississippi; Ph.D., University of Chicago

**John Finney, Senior Lecturer, Distinguished Artist in Residence;** B.M., Oberlin College; M.M., Boston Conservatory

**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**

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The department offers a variety of courses (MU 070, MU 005, MU 066, MU 030) that satisfy the University Core requirement in

the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Instrumentation, and the Seminar in Composition. MU 005 The Musical Experience and MU 066 Introduction to Music offer broad surveys of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, 20th century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the US offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 310 Introduction to Musics of the World and MU 325 Musics of the Mediterranean satisfy the Cultural Diversity requirement of the Core.

For the Music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students 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 base of knowledge with a specialization at higher levels in such areas as composition, performance, music history or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

#### Credit for Performance

Students may bundle single credits for performance into one three-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (Vocal/Instrumental Instruction) and, at the end of their semester of instruction, the student must perform before a jury of the performance faculty. The evaluation will be submitted to the Chairperson of the department for approval. (2) Students may receive three credits equivalent to a full course if they have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish Music Ensembles **and** at sometime during their four years at Boston College have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music or MU 331 Introduction to Celtic Musics (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance 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

- *Optional Introductory Course* (depending on previous knowledge of music theory): 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, a choice of one from each of the following two groups:  
*Group I*  
MU 301 Introduction to World Music\*  
MU 325 Musics of the Mediterranean\*  
MU 350 Topics in Ethnomusicology  
\*MU 301 and MU 325 also satisfy the Core Cultural Diversity requirement  
*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  
MU 331 Introduction to Celtic Musics
- *Required Senior Seminar:* (1 semester)  
The Senior Seminar (MU 405) will ordinarily be open only to senior Music majors. The Seminar entails a series of weekly projects allowing majors a framework for investigating issues in-depth with special emphasis in one of the following areas: theory and composition, history, cross-cultural, or performance. The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (2 courses)  
The student will choose a minimum of two semester courses in any category 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.
- *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).
- *Cumulative Listening Competency and Ear Training/Sight Singing:*  
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams.



Each year of the Music major (normally three), a list of works will be given to the student that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competency 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.)

**Minor Requirements**

The Music department has designed a minor in music as a serious alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony) or MU 005 The Musical Experience or MU 030 History of Rock & Roll and Popular Music in the US or MU 066 Introduction to 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: 1 period course, 1 composer or genre course, 1 cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music department. In addition, each student should plan to participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a three-credit course, which could be substituted for one of the courses upon petition to the department.

**Honors**

In order to graduate with departmental honors, a Music major must maintain a grade point average of 3.5 in the major, 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 Year 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 033 History of Rock and Roll & Popular Musics in the U.S., 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 and MU 325 Musics of the Mediterranean fulfill the Cultural Diversity Core requirement.

**Information for Study Abroad**

Although the Music department designates no particular prerequisites, the department expects that the 4 courses of the Music Theory Sequence be completed before going abroad, as well as a couple of electives. Whether courses taken abroad will count toward major credit depends on the program that the student's university offers. Usually students complete 6 or 9 credits, however, students

have had as many as 12 credits completed abroad. It is important to note that the Theory Sequence (4 courses) may not be taken abroad, nor can the Senior Seminar. Music majors may not be abroad first semester senior year. Twentieth Century Music should be taken at Boston College, but depending on the program abroad, exceptions can be made.

Majors should speak to their advisors and/or the Chairperson, Frank Kennedy, as soon as they decide to go abroad. There is no problem as long as the appropriate planning is done. The department recommends that students look into the music programs offered at King's College London and University College Cork.

**Recommended Course of Study**

**Freshman Year**

All students declaring the music major should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. 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.

**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, should be taken. 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 050 The Boston College Madrigal Singers (Fall/Spring: 0)**

Women's a cappella choral ensemble specializing in madrigal music—music in two to six parts with just a few voices on each part. We sometimes branch out and do other kinds of repertoire. Rehearsals once a week on Tuesdays, auditions in the spring and fall, three or four concerts per year. For more information or to find out about auditions, contact the conductor, Jean Meltaus, through the Music Department secretary Pattie Longbottom, Lyons 407, 617-552-8720.

*Jean Meltaus*

**MU 066 Introduction to Music (Fall/Spring: 3)****Satisfies Arts Core Requirement**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to 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.*

*Jeremiah McGrann*

**MU 070 Fundamentals of Music Theory (Fall/Spring: 3)****Satisfies Arts Core Requirement**

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

*Margaret McAllister*

*Sandra Hebert*

*Michael Burgo*

*Ralf Gawlick*

**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**

**No prior experience necessary.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Michael Smith*

**MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)**

*Prerequisite:* Audition required

**Performance Course**

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have included Brahms' *Academic Festival Overture*, Saint-Saens *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists.

Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. Membership is by audition only. From one to three credits will be awarded for regular participation in the Boston College Symphony Orchestra during a student's career at BC.

*John Finney*

**MU 077 Chamber Music Ensembles (Fall/Spring: 0)****Satisfies music major requirement for ensemble performance. No fee.**

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.**

**No prior experience required.**

A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings, and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of seventeenth and eighteenth century Ireland, that of the ancient Bardic harpers and court musicians. Classes are taught at two levels, beginners and intermediate by Seamus Connolly, (one of the world's leading, Irish traditional musicians and 10 times the Irish National Fiddle Champion), and by Laurel Martin, another well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small tape recorder is required.

*Seamus Connolly*

*Laurel Martin*

**MU 079 Popular Styles Ensemble (Fall/Spring: 0)****Performance Course.**

**No fee.**

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**

**This course may be repeated for credit.**

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

*Erik Kniffen*

**MU 084 Intermediate Improvisation (Fall/Spring: 1)**

*Prerequisite:* MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

**Performance Course**

**This course may be repeated for credit.**

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

*Erik Kniffen*

**MU 085 The Boston College Flute Choir (Fall/Spring: 0)****Performance Course**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

*Judith Grant-Duce*

**MU 086 Advanced Improvisation (Fall/Spring: 1)**

*Prerequisite:* MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

**Performance Course**

**This course may be repeated for credit.**

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

*Erik Kniffen*

**MU 087 Tin Whistle (Fall/Spring: 1)****Performance Course. No fee.**

**No prior experience required.**

Learn to play the tin whistle. Learn to read and play the airs and dance music of Ireland. Classes are taught at beginners and intermediate levels by Jimmy Noonan, a well-known, respected Irish tin whistle and flute player and teacher. Generation D type tin whistles are available for purchase locally at a nominal cost. A small tape recorder is required.

*Jimmy Noonan*

**MU 090 Boston College Concert Band (Fall/Spring: 0)****No audition required**

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

*Sebastian Bonaiuto, Conductor*

**MU 092 B.C. bOp! (Fall/Spring: 0)****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 (Fall/Spring: 0)**

*David Healey*

*Paul Gavern*

**MU 096 Gospel Workshop (Fall/Spring: 1)**

**Cross listed with BK 290**

**Performance Course**

**No experience is required for membership, but a voice placement test is given to each student.**

See course description in the Black Studies Department.

*Hubert Walters*

**MU 098 Intro to Voice Performance (Fall/Spring: 1)**

**Tutorial fee required**

**Performance Course**

Emphasis is on individual coaching and training in developing vocal qualities for performance.

*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 three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

*The Department*

**MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)****Performance Course**

**Tutorial fee required depending on the length of the lesson.**

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

*The Department*

**MU 101-102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)**

*T. Frank Kennedy, S.J.*

**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.

*Sandra Hebert*

*Thomas Oboe Lee*

*Margaret McAllister*

*Ralf Gawlick*

**MU 175 Music in the Holocaust and the Third Reich (Spring: 3)**

This course surveys the history and music of composers targeted by the Nazis. We will study the variety of musical styles occurring in the classical music, jazz, and cabaret banned and labeled as degenerate by the Nazis. A special focus will be placed on the art and music created in the Theresienstadt concentration camp. Some of the themes that will be explored throughout the course include: the effects of political/intellectual climate of intolerance and persecution on artistic expression; art as propaganda; censorship; music and art as acts of resistance.

*Mark Ludwig*

**MU 203 Music of the Baroque (Fall: 3)****Historical Period**

This course includes music in the 17th and first half of the 18th centuries; from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, fugue.

*T. Frank Kennedy, S.J.*

**MU 206 Opera (Fall: 3)****Genre Course**

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the 17th through 19th centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.

*Jeremiah McGrann*

**MU 207 Music of the Romantic Era (Spring: 3)****Historical Course**

A study of the new concepts, genres, and musical institutions that grew up in the 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.

*Ralf Gawlick*

**MU 211 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course will cover the basic principles of chromatic progression. Continuing the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, augmented triads, Neapolitan sixth and augmented sixth chords. The concepts of modulation and modal exchange will be covered; and studies in keyboard harmony, ear-training, and analysis will be continued. We will study the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

*Thomas Oboe Lee*

**MU 212 Orchestration (Spring: 3)**

*Prerequisite:* MU 070 or permission of the instructor

**Theory Course**

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations.

*Margaret McAllister*

**MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)**

*Prerequisite:* MU 110

**Theory Course**

**Students should have basic keyboard skills, but it is not essential.**

Students should have basic keyboard skills, but this is not essential. 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, re-harmonizing of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues.

*Thomas Oboe Lee*

**MU 270 Beethoven (Spring: 3)****Composers**

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

*Jeremiah McGrann*

**MU 301 Introduction to World Music (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?

**MU 312 Counterpoint I (Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

In this course we will study the fundamentals of two and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

*Thomas Oboe Lee*

*Margaret McAllister*

**MU 315 Seminar in Composition (Spring: 3)**

*Prerequisites:* MU 110, MU 215 or MU 312

**Theory Course**

The course will be conducted in two parts. One: the class will meet as a group once a month. Works in both tonal and 20th century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and vari-

ations, a movement for string quartet and a song cycle for voice and piano. The purchase of Finale, a music software created by Coda Music Technology, Mac or PC version, is required for this course.

*Thomas Oboe Lee*

**MU 321 Rhythm and Blues in American Music (Fall: 3)**

Cross listed with BK 266

Cross-Cultural Course

See course description in the Black Studies Department.

*Hubert Walters*

**MU 322 Jazz in America (Spring: 3)**

Cross listed with BK 285

Cross-Cultural Course

See course description in the Black Studies Department.

*Hubert Walters*

**MU 325 Musics of the Mediterranean (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

The Mediterranean region has long been a providing ground for both anthropological and ethnomusicological theories about the ways in which societies organize and define themselves through music. Music of the Mediterranean will investigate the role of music in this hotly contested area. From the relationship of the early Church to other world systems of religion (Islam and Judaism), through the birth of the European nation-state, to twentieth-and twenty-first century popular and political song, students will be asked to look at music as a crucial element in emic and etic definition of life histories and collaborations.

**MU 400 Readings and Research (Fall/Spring: 3)**

*The Department*

**MU 403 Honors Thesis Preparation (Fall/Spring: 3)**

*T. Frank Kennedy, S.J.*

**MU 404 Music Internship (Fall: 1)**

*T. Frank Kennedy, S.J.*

**MU 405 Senior Seminar (Spring: 3)**

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

*Jeremiah McGrann*

## Philosophy

### Faculty

**Richard Murphy**, *Professor Emeritus*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

**Norman J. Wells**, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**James Bernauer, S.J.**, *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., 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

**Jorge Garcia**, *Professor*; B.A., Fordham University; Ph.D., Yale University

**Thomas S. Hibbs**, *Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

**Peter J. Kreeft**, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

**Arthur R. Madigan, S.J.**, *Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**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. Taminioux**, *Adelmann Professor*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

**Richard Kearney**, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

**Jean-Luc Marion**, *Visiting Professor*; Ph.D., University of Paris (Sorbonne)

**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

**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

**Robert C. Miner**, *Assistant Professor*; B.A., Rice University; M.A., Ph.D., University of Notre Dame

**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

**Daniel J. Dwyer**, *Adjunct Assistant Professor*; B.A., University of Notre Dame; Ph.D., The Catholic University of America

**Laura Garcia**, *Adjunct Assistant Professor*; B.A., Westmont College; Ph.D., University of Notre Dame

**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

**Paul McNellis, S.J.**, *Adjunct Assistant Professor*; B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College

**Moira M. Walsh**, *Adjunct Assistant Professor*; B.A., Brown University; Ph.D., University of Notre Dame

**Albert K. Whitaker**, *Adjunct Assistant Professor*; B.A., M.A., Boston University; Ph.D., University of Chicago

**Andrew J. Peach**, *Adjunct Lecturer*; B.A., Georgetown University; M.A., Ph.D., (cand.), The Catholic University of America

#### Departmental Notes

- Department Administrator: Peggy Bakalo, 617-552-3877,
- Department Secretary: Rose Marie DeLeo, 617-552-3847
- Department Secretary: Bonnie Waldron, 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 Advanced Independent Research 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, PULSE Program.

#### Core Programs

The Core requirement for all undergraduates is six credits in Philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)  
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence  
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

#### Perspectives Program I-IV

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, and attentive.

Each of the Perspectives courses runs for two-semesters, for 12 credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshman. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III and IV are also listed in the University courses section of the Catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

#### Perspectives I

**PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)**

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

### *Perspectives II*

#### UN 104-105/UN 106-107 Modernism and the Arts I and II

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

### *Perspectives III*

#### UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

### *Perspectives IV*

#### UN 119-120/UN 121-122 New Scientific Visions I and II

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

### *PULSE Program*

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 and contemporary philosophical and theological texts, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective course are also offered, including 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 student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is an upperclass student who serves as coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant to the Director work as consultants and advisors for students, placement supervisors, and faculty.

### PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a two-semester, twelve-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

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

Undergraduate philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the Master's comprehensive examination and meeting the language requirement for Master's students.

Interested undergraduate philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

### *Graduate Program Description*

The Department of Philosophy offers 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 the 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 (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with 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 (Latin, Greek, French or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of 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 the 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 005 Introduction to Basic Problems in Philosophy**

(Fall/Spring: 4)

*David McMenamin*

**PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)**

**Two-semester, six-credit course. 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 088-098

**Two-semester, twelve-credit course. Total of six credits each term.**

**Satisfies Philosophy and Theology Core requirements**

**Enrollment limited to freshman, sophomores, and juniors.**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited and are allocated on a first come, first served 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. Total of six credits each term.**

**Satisfies Philosophy and Theology Core requirements**

**Freshman only**

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department*

**PL 193 Chinese Classical Philosophy: Confucianism, Taoism and Buddhism (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

*Francis Y. Soo*

**PL 210 Justice in Ancient Greece (Spring: 3)**

**Cross listed with TH 211 and CL 210**

See course description in the Classical Studies Department.

*David H. Gill, S.J.*

**PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number 4 will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a firsthand case study of a most intriguing and changing inner-city neighborhood.

*David Manzo*

**PL 221 Self and the City: An Exploration in Writing (Fall: 3)**

*Prerequisite:* Philosophy Core Fulfilled

This PULSE elective, which requires a PULSE placement, will aim at a deepened understanding of "the Self" as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world. Readings, combined with placement experiences, will prompt class discussion of such questions as: how do we become self-aware; how do we best witness to Self and others? Students' writing exercises will explore the potential of the written word to present such witness, by informing, teaching, inspiring others.

*Kathleen Hirsch*

**PL 222 Self and the City: A Personal Response (Spring: 3)**

*Prerequisite:* Philosophy Core Fulfilled

**Cross listed with EN 422**

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world.



Through biographies, essays, poems, and oral history, we will examine the question of personal calling: service/activism; creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible Self.

*Kathleen Hirsch*

**PL 233 Values in Social Services and Health Care (Fall: 3)**

Through readings, lectures, discussions, field placements and written work, we will attempt the following to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

*David Manzo*

**PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross listed with SC 250/TH 327**

See course description in the Theology Department.

*Matthew Mullane*

**PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department*

**PL 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross listed with BK 268/SC 268**

**Satisfies Cultural Diversity Core Requirement**

This course concerns the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Puerto Ricans, and native indigenous peoples.

*Horace Seldon*

**PL 291 Philosophy of Community I (Fall: 3)**

*Prerequisite:* Limited to Members of the PULSE Counsel

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from a historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 292 Philosophy of Community II (Spring: 3)**

*Prerequisite:* Limited to Members of the PULSE Council

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the nature of community, particularly in the American context; the historical, cultural, political and religious forces that have shaped American community and the American understanding of community.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 299 Readings and Research (Fall: 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 333 The Philosophy of J.R.R. Tolkien (Fall: 3)**

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings*, and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (sehnsucht) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

*Peter J. Kreeft*

**PL 335 Platonic Dialogues (Spring: 3)**

This course, intended for students who are beginning Plato or have not studied him in-depth, is an inquiry into the developing thought of Plato, stressing Plato's probing into questions of the nature of man, relation of the individual to society, nature of human knowing, foundation of judgments of value, and the meaning of a virtuous life. Course will include nearly all of the early and middle-dialogues of Plato, including *The Republic*. We will attempt to understand Plato's thought as this unfolds in each dialogue and to appropriate this thought in an understanding of the context of our own time.

*Gerard C. O'Brien, S.J.*

**PL 338 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

This is a continuation of the fall semester course (PL 338) and open only to students who have participated in that course.

*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.

*Gerard C. O'Brien, S.J.*

**PL 392 God and Science: Developing Spiritualities for the 21st Century (Spring: 3)**

**Cross listed with TH 392**

This course will explore how contemporary studies in modern cosmology, evolutionary theory, and the cognitive sciences provide new ways for understanding our nature and place in an evolving universe as well for understanding God's nature and action in the world. We will consider possibilities for creative human action in the light of these new scientific perspectives on God and human nature and chart ways that are appropriate for the 21st century to reinterpret Christianity and other world religions (such as Buddhism). No prior knowledge of the scientific fields considered will be required.

*Ronald Anderson, S.J.*

**PL 406 Modern Philosophy (Fall: 3)**

This course surveys the great philosophers from the Renaissance to the 19th century including: Descartes, Pascal,

Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, and Hegel. It emphasizes Descartes, Pascal, and Kant as originators of Rationalism, Existentialism, and Idealism.

*Peter J. Kreeft*

**PL 407 Medieval Philosophy (Spring: 3)**

This course will consider how medieval thinkers approached reading three “books,” the Bible, the human soul and the world of nature. St. Augustine provides the foundation for this educational practice that extended into modern times. The other thinkers give examples of the application of their own principles to one or another of the areas intimated by these three books. All express a common cultural conviction that takes account of both faith and reason and expresses a richly humanistic vision of the world in which we live.

*Gary M. Gurtler, S.J.*

**PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)**

This course will begin with an examination of revolutionary themes from nineteenth century philosophy: Hegel’s reason in history, Kierkegaard’s paradox of subjectivity, Nietzsche’s critique of modernity as nihilism, and Frege’s transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as: Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.

*Richard Cobb Stevens*

**PL 412 On the Carnal (Spring: 3)**

This course will study the “carnal” as a distinct form of erotic experience, one which emerges from the cultures of European Christianity. We will investigate how it enters into complex relationships with modern forms of sexuality. Readings will be from a wide variety of historical and contemporary authors.

*James W. Bernauer, S.J.*

**PL 421 Nietzsche (Fall: 3)**

Through a chronological analysis of basic texts, this course discusses the meaning of Nietzsche’s attempt to overcome platonism.

*Jacques M. Taminaux*

**PL 446 Philosophy and Film *Noir* (Fall: 3)**

The genre of film *noir* has produced some of the most philosophically rich films in American history, with sophisticated reflections on nihilism, love, death, justice, and identity. Beginning with some of the early films in the genre (*Double Indemnity*, *The Maltese Falcon*, *Vertigo*, *Touch of Evil*), then turning to the recent revival (*Blood Simple*, *L.A. Confidential*, *Memento*), we will attempt to define *noir*, to reflect on its stylistic peculiarities and its philosophical significance. We will be assisted by reading from the best film criticism on *noir* and from philosophers as diverse as Hobbes and Tocqueville, Pascal and MacIntyre.

*Thomas S. Hibbs*

**PL 453 Gandhi, Technology and Society (Spring: 3)**

**Satisfies Philosophy Core Requirement**

Well known as a freedom fighter for India’s independence, Gandhi’s deep concern regarding the impact of technology and industrialization on the social fabric is not as well known. His analysis of the effects of machine on society was not provincial (limited to what is sometimes called “the third world”) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society and examine selections from classical and contemporary literature on the philosophy of technology, which will help us understand Gandhi’s integrated vision of the citizen as a reflective and active individual.

*Pramod Thaker, M.D.*

**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 470 Philosophy of World Religions (Spring: 3)**

*Prerequisite:* Philosophy Core Fulfilled

**Satisfies Cultural Diversity Core Requirement**

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world’s major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one’s own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature or core of religion if possible.

*Peter J. Kreeft*

**PL 497 Parmenides and the Buddha (Spring: 3)**

Parmenides 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. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides’ message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

*Stuart B. Martin*

***Undergraduate and Graduate Course Offerings***

**PL 500 Philosophy of Law (Fall: 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) 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; and (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 505 The Aristotelian Ethics (Spring: 3)**

This course includes a reading of Aristotle’s *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

*Arthur R. Madigan, S.J.*

**PL 510 Modern Philosophies of Self (Fall: 3)**

This course examines some major theories of selfhood and subjectivity in contemporary Continental philosophy.

*Richard M. Kearney*

**PL 518 Modern Philosophies of Imagination (Spring: 3)**

Readings in the philosophy of imagination from Plato to post-modernity.

*Richard M. Kearney*

**PL 524 Ethics: An Introduction (Fall: 3)**

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy.

The goal is to develop a more adequate understanding of what it means to be practically reasonable and of how practical reasonableness can be embodied in personal and social life.

*Arthur R. Madigan, S.J.*

**PL 528 Metaphysics (Fall: 3)**

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

*Gary M. Gurtler, S.J.*

**PL 529 Philosophy of Action (Fall: 3)**

Blondel refocused philosophy on human action as concrete actualization of human selfhood in search of its destiny in order to raise anew the question of religion. This course will study the method for this philosophy of action and follow how it proceeds from the beginning of human action in its own free initiative all the way up to its ultimate option before God: to be God with God or to be God without God, which gives rise to the question of how God can take His own action with regard to human beings and how we have to respond to it.

*Oliva Blanchette*

**PL 538 Capstone: Journey to Self-Discovery (Fall: 3)**

**Cross listed with UN 542**

As historical beings, our lives constitute a story that unfolds in time. Our lives narrate a journey from sin to salvation, despair to faith, sickness to health, death to life, darkness to light and ignorance to knowledge. This is a journey to selfhood. We are sojourners struggling to understand more deeply who we are as this self, and what is my place in the world. This seminar will explore the four fundamental capstone issues of spirituality, citizenship, relationships and work in terms of this notion of our life as a narrative, a journey to self-hood.

*Brian J. Braman*

**PL 541 Philosophy of Health Science: East and West (Spring: 3)**  
**Satisfies Cultural Diversity Core Requirement**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition, from India of about 500 B.C., will be studied.

*Pramod Thaker, M.D.*

**PL 545 Philosophy of Physics: An Introduction to Its Themes (Fall: 3)**

The manner in which physics explores the fundamental nature of physical reality has deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. This course will introduce major themes of contemporary philosophy of physics such as the nature of space and time as revealed by relativity theories and measurement, locality, and objectivity as revealed by quantum theory. The new studies of chaos theory and

complexity will also be considered. Although a prior course in physics and/or mathematics will be helpful this course is intended to be accessible without technical knowledge of physical theories.

*Ronald Anderson, S.J.*

**PL 554 Philosophy of Poetry and Music (Spring: 3)**

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

*Joseph F. Flanagan, S.J.*

**PL 555 Aquinas and Shakespeare (Spring: 3)**

The assumption of this course is that both Aquinas and Shakespeare inherit and give expression (philosophical and dramatic) to a pre-modern tradition of reflection on virtue, vice, and the passions. The course will focus on a careful reading of a few of Shakespeare's plays (for example, *Macbeth*, *King Lear*, *Othello*, *The Tempest*) with special attention to the language of virtue, vice and the passions. As our philosophical guide in these matters, we will focus on selections from Aquinas, with additional selections from early modern philosophers such as Machiavelli, Montaigne and Pascal.

*Thomas S. Hibbs*

**PL 576 Two Existentialisms: Sartre and Marcel (Spring: 3)**

No philosophers more directly address the problems ordinary people think to be the most important than the existentialists. And, no two existentialists form a more perfect and total contrast than Marcel and Sartre: theist versus atheist, humanist versus nihilist, personalist versus rationalist, mystic versus reductionist. We will enter into each of these opposite world views by careful, thoughtful Socratic reading of a few key texts.

*Peter J. Kreeft*

**PL 577 Symbolic Logic: An Introduction to Its Methods and Meaning (Fall: 3)**

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning and but also for exploring the Anglo-American analytic philosophical tradition and the foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of 20th century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.

*Ronald Anderson, S.J.*

**PL 593 Philosophy of Science (Fall/Spring: 3)**

Introduces main themes, movements, thinkers of 20th century philosophy of science. We will consider the kind of knowledge science is, as well as assumptions and problems associated with observation and verification in science. Kuhn's, *The Structure of Scientific Revolutions*, will provide focus for the course. Through Kuhn's work, we will evaluate earlier philosophies of science, as well as consider recent studies of science that stress the roles of cultural factors in the formation of scientific knowledge. An underlying project will be to explore why the enterprise of science is successful in providing us with reliable knowledge of the world.

*Patrick H. Byrne*

**PL 595 Kant's Critique (Fall: 3)**

*Prerequisites:* PL 070-01 or equivalent

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

*Ronald K. Tacelli, S.J.*

**PL 625 The Problem of Self-Knowledge (Fall: 3)**

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing and loving.

*Joseph F. Flanagan, S.J.*

**PL 649-650 Philosophy of Being I and II (Fall/Spring: 3)**

Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a reopening of the question of being leading into a discussion of the analogy and transcendental properties of being as a way into an understanding of the structure of being as it presents itself in experience. This course continues in second semester as PL 649.

*Oliva Blanchette*

**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 720 Platonic Theories of Knowledge (Spring: 3)**

The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the *Theaetetus* and dialectic in the *Sophist*; to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

*Gary M. Gurtler, S.J.*

**PL 729 Philosophy of Otherness: Aliens, Gods, and Monsters (Spring: 3)**

This course will explore certain limit-experiences of philosophy at the edge. Concentrating on contemporary philosophies of narrative, it will proceed to analyze a number of figures of "sublime excess" which have captured and obsessed the postmodern social imaginary. Foremost amongst such figures studied will be "aliens," "divinities" and "monsters"—and combinations of all three. Practical examples will be drawn from recent literature, cinema, TV, and popular cyber-culture. The aim of the seminar is to develop a new, critical hermeneutics of the contemporary cultural unconscious.

*Richard M. Kearney*

**PL 731 Foucault and Beyond (Fall: 3)**

We shall study the last writings and lecture courses of Michel Foucault and examine how his methods are being utilized today in a variety of fields.

*James W. Bernauer, S.J.*

**PL 760 St. Thomas Aquinas (Spring: 3)**

This course will cover major themes in Aquinas' thought, metaphysics, philosophical anthropology and ethics, with special atten-

tion to the form and authoritative sources with which these topics are considered. We will mainly be concerned with reading the *Summa Theologiae* but will compare its form with that in the disputed questions, commentaries, and treatises.

*Eileen C. Sweeney*

**PL 761 Hegel's Phenomenology of Spirit (Spring: 3)**

Hegel's *Phenomenology* takes us from experience in its lowest form as sense certainty to its highest form as absolute knowing, with many stages along the way. This course will be a textual analysis of this very detailed science of the different shapes experience takes in the ascent to Spirit in its purest form. It will insist on method and structure of the argument as well as different key stages in the ascent such as those of mutual recognition, Spirit, and Religion, in order to arrive at a proper conception of the whole of the Spirit in its appearing.

*Oliva Blanchette*

**PL 768 Insight (Fall: 3)**

This course explores the basic themes and method of Lonergan's *Insight* through a close textual reading.

*Patrick H. Byrne*

**PL 785 Virtues and Norms (Fall: 3)**

This course critically examines recent writings by Thomas Hurka, Rosalind Hursthouse, Robert Louden, Henry Richardson, Michael Slote, J.J.C. Smart, Christine Swanton, Judith Thomson, Linda Zagzebski, and others on the nature of virtue, the nature of right action, and on the relation(s) between virtues and norms of action and between acting virtuously and acting rightly.

*Jorge Garcia*

**PL 796 Topics in Ancient Philosophy (Fall: 3)**

Texts studied in this course will vary from year to year. In fall 2002, the course will focus on a series of texts illustrating Aristotle's announced method and actual practice in physics, metaphysics, ethics, and politics.

*Arthur R. Madigan, S.J.*

**PL 799 Readings and Research (Fall: 3)**

By arrangement.

*The Department*

**PL 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*

**PL 802 Thesis Direction (Fall/Spring: 3)**

*Department*

**PL 811 Reasonableness and Normativity (Fall: 3)**

An inquiry into the idea of reasonableness as the basis for normativity. We will read Scanlon, Rawls, Kosgaard, Brandom, Habermas and others on the issue.

*David M. Rasmussen*

**PL 813 Phenomenology of God (Fall: 3)**

Is there any place for God to appear within the phenomenological horizon? And if yes, what kind of "phenomenon" might God be? These questions will take us from a reading of certain scriptural passages to a number of contemporary philosophies of God: phenomenology (Levinas, Marion); hermeneutics (Heidegger, Ricoeur) and deconstruction (Derrida and Caputo).

*Richard M. Kearney*

**PL 818 Heidegger on Art (Fall: 3)**

A textual and contextual analysis of Heidegger's essay on "The Origin of the Work of Art."

*Jacques M. Taminioux*

**PL 832 Philosophy and Theology in Aquinas (Fall: 3)**

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the *Summa Theologiae* as well as the order of both theological and philosophical investigation as he understood them. An attempt will also be made to show how his commentaries on Boethius and Aristotle, in which he proceeds most properly as a philosopher, are also an essential part of the way he has to proceed as a theologian.

*Oliva Blanchette*

**PL 855 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 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PL 900 Husserl's Logical Investigations (Fall: 3)**

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence.

*Richard Cobb-Stevens*

**PL 901 Husserl's Later Work (Spring: 3)**

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*.

*Richard Cobb-Stevens*

**PL 990 Teaching Seminar (Fall/Spring: 3)**

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

*Richard Cobb-Stevens*

**PL 998 Doctoral Comprehensives (Fall/Spring: 0)**

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

*The Department*

**PL 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Physics**

**Faculty**

**George J. Goldsmith**, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

**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, India; A.M., Ph.D., Harvard University

**Kevin Bedell**, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

**David A. Broido**, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

**Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

**Gabor Kalman**, *Research Professor*; D.Sc., Israel Institute of Technology

**Krzysztof Kempa**, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

**Michael J. Naughton**, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University

**Jan Engelbrecht**, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

**Michael J. Graf**, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Zhifeng Ren**, *Associate Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Ziqiang Wang**, *Associate Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

**Hong Ding**, *Assistant Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

**Departmental**

**Notes**

- Department Administrator: Shirley Lynch, 617-552-3576, shirley.lynch@bc.edu
- Department Faculty Support Assistant: Karen Barry, 617-552-3575, karen.barry@bc.edu
- World Wide Web: <http://www.physics.bc.edu>
- Fax: 617-552-8478

***Undergraduate Program Description***

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

**Major Requirements**

The minimum requirements of the B.S. program include eleven lecture courses (with 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 540. Some of these courses are offered periodically based on demand.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as PH 330.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

**Minor Requirements**

The minimum requirements for a minor in physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above).  
Many of these courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.
- *Substitutions:* PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites:* MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for some of the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

**Departmental Honors Program**

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

**Information for First Year Majors and Non-Majors**

Physics majors, and other science majors (non-premedical) planning on physics in the freshman year 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.

**Information for Study Abroad**

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the co-requisite math courses MT 102, MT 103, MT 202. The department allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students are advised to study abroad during their junior year, either 1 or 2 semesters. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Professor M.J. Graf (grafm@bc.edu). Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a research project, supervised jointly by faculty at Boston College and the host institution.

**Course Offerings**

Courses numbered below 200 are introductory courses directed towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology, Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

**Graduate Program Description**

The department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas 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 Lynch Graduate School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch 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. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Lynch School of Education section entitled "Master's Programs in Secondary Teaching" or call the Office of Graduate Admissions, LSOE, at (617) 552-4214.

**Doctoral Program**

A student enters the doctoral program upon faculty recommendation after passing the Ph.D. comprehensive examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of his/her major field selection and the Chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

**Requirements**

Required courses for the doctorate are the following: PH 722, PH 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 and Thesis**

After passing the comprehensive examination, a student's principal activity is research. Normally, within a year after passing the comprehensive examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's doctoral committee, and the results reported to the Chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the Chairperson shall recommend to the dean the appointment of a doctoral thesis committee consisting of at least three department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

**Admission Information**

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

**General Information**

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to each entering student to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive upon arrival thereby accelerating their progress in the program.

**Research Information**

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plas-

ma 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 Web site 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 an opportunity to perform experiments on topics in mechanics, waves and acoustics. This laboratory demands minimal use of mathematics in interpreting the results of experiments. 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.

*Pradip Bakshi*

#### **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 20th century ideas in relativity and quantum physics and their application to the subatomic world.

*Baldassare DiBartolo*

#### **PH 199 Special Projects (Fall/Spring: 3)**

**Credits and requirements by arrangement with the approval of the Chairperson.**

Individual programs of study and research under the direction of physics faculty members.

*The Department*

#### **PH 203-204 Introductory Physics Laboratory I and II**

(Fall/Spring: 1)

##### **Lab fee required**

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

*Andrzej Herczynski*

#### **PH 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 and PH 210 is a 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. Four lectures per week.

*Hong Ding*

#### **PH 211-212 Introduction to Physics I and II (Calculus)**

(Fall/Spring: 4)

*Prerequisites:* MT 100-101 (May be taken concurrently)

*Corequisite:* PH 213-214

##### **Recommended laboratory (optional): PH 203-204**

The first semester includes the following topics: classical mechanics, including Newton's laws, energy, rotational motion, oscillations and gravitation, fluid dynamics, and waves. The second semester includes the following topics: fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, the wave properties of light, and selected topics in physical optics. Three lectures per week

*Andrzej Herczynski*

#### **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.

*Andrzej Herczynski*

#### **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.

*Jan Engelbrecht*

#### **PH 303 Introduction to Modern Physics (Spring: 4)**

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. Lectures and laboratory.

*Rein A. Uritam*



**PH 399 Advanced Independent Research (Fall/Spring: 6)**  
Formerly known as Scholar of the College

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

*The Department*

**PH 401 Mechanics (Fall: 4)**

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

*Rein A. Uritam*

**PH 402 Electricity and Magnetism I (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.

*Zhifeng Ren*

**PH 407 Quantum Physics I (Fall: 3)**

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

*Michael Graf*

**PH 408 Quantum Physics II (Spring: 3)**

Second semester of the PH 407-408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

*Michael Graf*

**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.

*David Broido*

**PH 425 Introduction to Solid State Physics (Spring: 3)**

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.

*Michael Naughton*

**PH 430 Numerical Methods and Scientific Computing (Spring: 4)**  
*Prerequisites:* MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor

**Cross listed with EC 315**

**This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.**

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed.

*Krzysztof Kempa*

**PH 530 Advanced Scientific Computation (Fall: 4)**

*Prerequisites:* One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315; or permission of instructor

**Cross listed with EC 316**

This course in advanced scientific computation will focus on multidisciplinary applications, with special emphasis on the potential to apply computational methods developed in one discipline to problems in other disciplines. The course will be offered in lab format (3+1 cr.), and will be heavily modular, consisting of 4-5 modules presented by faculty from different disciplines, such as chemistry, computer science, economics, finance, mathematics, and physics.

*The Department*

**PH 532 Senior Thesis (Fall/Spring: 3)**

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

*The Department*

**PH 535 Experiments in Physics I (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.

*Michael Naughton*

**PH 599 Readings and Research in Physics (Fall/Spring: 3)**

**Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

*The Department*

**PH 625 Electron Microscopy (Fall: 3)**

*Jian Guo Wen*

**Graduate Course Offerings**

**PH 700 Physics Colloquium (Fall/Spring: 0)**

**No fee**

This is a weekly discussion of current topics in physics.

*The Department*

**PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)**

A discussion of topics in physics from the current literature.

*Kevin Bedell*

*Michael Naughton*

**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.

*Rein Uritam*

**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.

*Jan Engelbrecht*

**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.

*The Department*

**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.

*Rein A. Uritam*

**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.

*The Department*

**PH 736 Techniques of Experimental Physics II (Spring: 3)**

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

*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.

*Krzysztof Kempa*

**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.

*David Broido*

**PH 761 Solid State Physics I (Fall: 3)**

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insula-

tors, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

*Ziqiang Wang*

**PH 762 Solid State Physics II (Spring: 3)**

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

*Ziqiang Wang*

**PH 799 Readings and Research in Physics (Fall/Spring: 0)**

**Credits by arrangement**

By arrangement.

*The Department*

**PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department*

**PH 835 Mathematical Physics I (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

*Kevin Bedell*

**PH 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PH 910 Seminar: Topics in Physics (Fall: 3)**

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*Zhifeng Ren*

**PH 934 Electromagnetic Theory III (Fall/Spring: 3)**

This course is a continuation and extension of classical electromagnetism to the quantum theory of light. Topics include Planck's theory of radiation, Einstein's A and B coefficients, Kramers-Kronig relations, statistical and coherence properties of light, quantization of the radiation field, the optics of photons, and the theory of the laser.

*The Department*

**PH 950 Group Theory (Fall/Spring: 3)**

Considered are the following: basic concepts, point symmetry groups, and selected applications in quantum and elementary particle theory.

*The Department*

**PH 970 Quantum Mechanics III (Fall/Spring: 3)**

This course surveys formal theory of scattering of Dirac particles, quantum electrodynamics, S-matrix theory, and generalized symmetry principles and conservation laws.

*The Department*

**PH 975 Many Body Physics (Fall: 3)**

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems, and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods.

*The Department*

**PH 980 Elementary Particle Physics (Fall/Spring: 3)**

Considered are the following: properties and systematics of elementary particles; scattering; decays; resonances; symmetry principles; classification schemes; theory of strong, weak, and electromagnetic interactions; and field theory and recent developments are also included.

*The Department*

**PH 985 Electron Microscopy I (Fall: 3)**

This course deals with electron microscopy including transmission electron microscopy (TEM), scanning electron microscopy (SEM), scanning tunneling microscopy (STM), atomic force microscopy (AFM), etc. In this course, two-thirds will be taught on the principle of electron diffraction of TEM and the principles of STM and AFM, one-third will be on operation, maintenance, and data analysis using TEM, SEM, STM, AFM, etc. The goal of this course is to prepare all students for their materials-related careers. Students can be the senior undergraduate, graduate, as well as post-doctor from Departments of Physics, Geology & Geophysics, Chemistry, etc.

*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*

**Gary Brazier**, *Professor Emeritus*; B.S.Ed., Mankato State Teachers College; Ph.D., University of Minnesota

**David Lowenthal**, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

**Robert Scigliano**, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Christopher J. Bruell**, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

**Christopher J. Kelly**, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**R. Shep Melnick**, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

**Marvin C. Rintala**, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Robert S. Ross**, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

**Kay L. Schlozman**, *Professor*; Chairperson of the Department; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Susan M. Shell**, *Professor*; B.A., Cornell University; Ph.D., Harvard University

**Alan Wolfe**, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

**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

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**Paul Christensen**, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

**Nasser Behnegar**, *Assistant Professor*; B.A., M.A., Ph.D., University of Chicago

**Gerald Easter**, *Assistant Professor*; B.A., Boston College; Ph.D., Columbia University

**Jennifer Steen**, *Assistant Professor*; A.B., M.A., Ph.D., University of California, Berkeley

**Kathleen Bailey Carlisle**, *Adjunct Assistant Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

**Deborah Brown**, *Senior Lecturer and Director of Environmental Policy*; B.A., Creighton University; J.D., University of Texas School of Law

**Pierre Manent**, *Visiting Professor*; Ancien élève de l'École Normale Supérieure, France; Agrégé de Philosophie, France

**Departmental Notes**

- Department Administrator: Sandra MacDonald, 617-552-4144, sandra.macdonald@bc.edu
- World Wide Web: [http://infoeagle.bc.edu/bc\\_org/avp/cas/polsc/undergraduate.html](http://infoeagle.bc.edu/bc_org/avp/cas/polsc/undergraduate.html)

***Undergraduate Program Description***

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, business, journalism, graduate work, and teaching in the social sciences.

**Political Science Majors**

The Political Science major requirements include: the two introductory courses, PO 041 and PO 042, one course in each of the four subfields of political science: American Politics (300-level), Comparative Politics (400-level), International Politics (500-level), and Political Philosophy (600-level). It is not necessary to take PO 041 before PO 042. If, before declaring the major, a student has already taken one or two of the other introductory political science courses that fulfill the University Social Science Core requirement (PO 061, PO 091), those may substitute for PO 041, PO 042, or both. The major is completed by taking four additional electives for a total of 10 courses in all. Students may use Advanced Placement credit to substitute for either an introductory course or an upper level elective if they have a score of 4 or better.

**Departmental Honors**

The Department of Political Science has established its own Honors Program to encourage and reward high academic achievement among its majors. Each year 20 to 25 entering juniors are invited to join the Honors Program based on their overall academic records and their work in political science. The Honors Program seeks to provide additional opportunities for intellectual exchange

and friendship among students as well as with the faculty. The department hopes that the spirit of the Honors Program will in turn extend to all our classes and our students.

Each semester, the department offers a special Honors Seminar to members of the program who are expected to take at least two of these Honors Seminars over the course of their junior and senior years. Honors Seminars receive a special designation on the student's transcript. They count as additional electives in the major, and as such, they do not exempt students from the requirement of taking one course in each of four subfields of political science. Students in the program are strongly encouraged to write an Honors Thesis during their senior year, as the culmination of the program.

All members of the program who complete twelve courses within the department, including two Honors Seminars, are eligible to graduate with Honors in Political Science, if they have sustained a record of academic excellence in the major. Members of the program who also write an Honors Thesis are eligible to graduate with High or Highest Honors in Political Science.

For further information on the department's Honors Program, contact the Chairperson of the department or the Honors Director.

### Special Programs

Arts and Sciences students who want the challenge of working intensively on a scholarly project of their own design during their senior year should consider applying for the Advanced Independent Research 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 3.67 average (preferably 3.7 or better) and the approval of a faculty supervisor.

The Internship Seminar, PO 200, allows qualified juniors and seniors to devote six credits of a semester's load to constructive work in federal, state, or local governmental units in the Boston area, together with a special seminar held on campus. Admission to the program is by application to the Department. Forms are available from the Political Science Department office.

### Information for Study Abroad

Study abroad can be a valuable experience for any Political Science major. Although the department has its rules to assure that the experience is academically worthwhile, the department also endorses the merit of study abroad and urges all its majors to give it consideration.

The Political Science Department does not formally set any prerequisites beyond those set by the University and the CIPP. However, the department's faculty advisor for students going abroad does review each student's transcript to see if there are potential problems. If so, approval will be denied. The department also applies the minimum GPA requirement rigorously. Political Science majors with a GPA below 3.0 will NOT be approved for study abroad.

No more than 2 courses are accepted toward the major during a single semester abroad. For students studying abroad for an entire year, a maximum of 4 courses may be accepted. These are counted as elective credits only, and cannot be applied toward the department's requirement that all majors take at least one course in each of the disciplines or subfields. Note, a student may have no more than a total of 4 courses in the major earned in off-campus programs. For example, if a student has already taken 2 political science summer courses and done a 2-course internship, then that student would not be able to receive any further credit for political science courses taken abroad. Study abroad might still be an excellent idea for the student, but the courses taken would have to count toward other University requirements.

Only major electives may be done abroad. The department reserves the right to reject courses taken abroad, even if done within political science, if it judges that the courses do not meet the department's standards with respect to quality and content. Students also must avoid taking courses abroad that substantially duplicate courses they have already taken at Boston College. For these reasons, all Political Science majors are urged to get tentative approval of courses to be taken abroad before they depart. Professor Donald L. Hafner is the department faculty advisor on study abroad. All Political Science majors should consult with him well in advance.

### 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

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the sixteen courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

### Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The department requires the general GRE test, a "Statement of Purpose," and a sample of scholarly work, such as a term paper.

Completed applications should be 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 four to five years, although the department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the department also awards the Thomas P. O'Neill Fellowship to an incoming student in American politics.

Named in honor of the late 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 020 Internships (Fall/Spring: 1)**

*Kay Schlozman*

**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. All sections focus on enduringly important questions and truths about the nature of politics.

*Kathleen Bailey*

*Alice Behnegar*

*Nasser Behnegar*

*Dennis Hale*

*Christopher Kelly*

**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.

*Kathleen Bailey*

*Alice Behnegar*

*Nasser Behnegar*

*Dennis Hale*

*Marc Landy*

**PO 061 Introduction to 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*

**PO 081 Introduction to International Politics (Fall: 3)**

**Satisfies Social Science Core Requirement**

**For non-majors**

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 S. Ross*

**PO 091 Introduction to Comparative Politics (Spring: 3)**

**Satisfies Social Science Core Requirement**

**For non-majors**

This course uses traditional and modern approaches to comparing political systems configuratively and developmentally. Classic texts and contemporary case studies will be employed to explore both recurring regularities and specific particularities. The issues of political creation, maintenance, and decay, and the roles of political leaders and elites, will be at the center of attention. Examples will be drawn from European, Middle Eastern, Asian, and the former communist experiences.

*Kathleen Bailey*

**Undergraduate Electives**

*Prerequisite:* Sophomore standing or higher

**PO 200 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)**

*Prerequisite:* Admission to this course is by application only.

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Admission to this course is by application only. Junior and senior majors are selected on a competitive basis, based on their fitness for assignment to public offices.

*Marie Natoli*

**PO 201 Environmental Law (Spring: 3)**

This course is designed to introduce students to the intricacies and structure of legal 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.

*Zygmunt Plater*

**PO 202 Environmental Policy (Fall: 3)**

An introduction to the issues that impact the manner in which the public and institutions perceive how government manages human health and the ambient environment. The course focuses on environmental governance and the institutional challenges involved in devising a coherent environmental policy. In addition, the course will examine how risk is evaluated, federal regulatory policy, marketplace incentives, global climate change and conflicts involved with using public lands.

*Deborah Brown*

**PO 204 Rise and Rule of Islamic States (Fall: 3)**

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Moslem states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion and culture will also be treated.

*Kathleen Bailey*

**PO 206-208 Environmental Scholars (Fall/Spring: 3)**

*Deborah Brown*

**PO 210 Environmental Security (Spring: 3)**

*Deborah Brown*

**PO 281 Individual Research in Political Science (Fall: 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 282 Individual Research in Political Science (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 295 Honors Seminar: Democracy in America (Fall: 3)**

This seminar combines a careful reading of Alexis de Tocqueville's classic work *Democracy in America* with an investigation of contemporary American politics using Tocqueville as our guide. Topics will include political culture and American individualism; political participation, decentralization, and self-interest; tyranny of the majority and its cures; the special role of lawyers and courts in the US; the danger and causes of administrative centralization; the effects of mores on law and law on mores; and the omnipresent problem of race.

*Shep Melnick*

**PO 296 Honors Seminar: Peasants and States in Comparative Perspective (Spring: 3)**

This seminar explores the role of the rural poor in the creation of modern nation-states. It is broadly comparative, drawing on cases from Europe, Africa, Latin America, and Asia.

*Jennie Purnell*

**American Politics****PO 305 American Federalism (Spring: 3)**

This course will examine the constitutional foundation, the historical development and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance, as well as a factor in contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

*Marc Landy*

**PO 306 Parties and Elections in America (Fall: 3)**

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of elections in enhancing citizen control of political leaders.

*Kay L. Schlozman*

**PO 308 Public Administration (Spring: 3)**

An examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. The topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. The major themes are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

*Dennis Hale*

**PO 309 The U.S. Congress (Fall: 3)**

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.

*Jennifer Steen*

**PO 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 political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy*

**PO 320 The American Politician (Spring: 3)**

In this course we will study the role of the individual politician in the American political system. The course will draw on political biographies and political science theories of ambition and careers as we address questions such as: What impact can a single individual have on public policy? What kinds of individuals should and do seek careers in public life? What motives inspire individual politicians?

*Jennifer A. Steen*

**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 332 Great Rights: The First Amendment and American Democracy (Spring: 3)**

Intensive consideration of two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will be also devoted to political and social impact of these principles and recent political controversies which they have fostered.

*David R. Manwaring*

**PO 340 American Culture War (Spring: 3)**

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.

*Alan Wolfe*

**PO 341 American Political Thought (Fall: 3)**

This course surveys American political thought from the 17th century through the modern period, with an emphasis on the moments of special importance for the formation of American political ideas and institutions (e.g., the Founding era, the Civil War, the Progressive Era). The course relies almost entirely on primary material—speeches, political essays, court decisions, and letters, among others—in an effort to understand America through the words of its most important statesmen.

*Dennis Hale*

**PO 344 American Legal System (Spring: 3)**

A comprehensive survey. Topics include: 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 345 Groups in American Politics (Fall: 3)**

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

*Jennifer Steen*

**PO 360 Seminar: Rights in Conflict (Spring: 3)**

**This seminar is primarily for sophomores. Juniors admitted with departmental permission.**

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

*Kay L. Schlozman*

**PO 399 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

*Kay L. Schlozman*

**Comparative Politics****PO 400 Comparative Politics (Fall: 3)**

**Open to sophomores.**

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).

*Kenji Hayao*

**PO 402 Comparative Revolutions (Fall: 3)**

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case-studies of revolutions from around the world that “succeeded” and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

*Paul Christensen*

**PO 405 Politics in Western Europe I (Fall: 3)**

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). 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 406 Politics in Western Europe II (Spring: 3)**

This course introduces comparison of national-level politics in Western Europe by 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 407 Balkan Civilizations (Spring: 3)**

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) The first part of the course will deal with early Slavic and Turkish history with an emphasis on differing languages, cultures and ethnicities. (2) The second part will cover the religious and intellectual aspects of the modern history of these non-western nations, especially the influences of Eastern Orthodox Christianity and Islam. (3) The third part of the course will analyze nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states.

*Kathleen Bailey*

**PO 413 Comparative Politics of Democratization (Fall: 3)**

This course examines the creation and consolidation of democratic regimes, focusing on political institutions, civil-military relations, civil society, and the relationship between economic and political reform. It is broadly comparative, drawing on cases from Europe, Africa, Asia, and Latin America. The course is intended primarily for Political Science majors who have completed PO 041 and 042; a previous course in comparative politics is also strongly recommended.

*Jennie Purnell*

**PO 415 Models of Politics (Spring: 3)**

An introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

*Kenji Hayao*

**PO 417 Introduction to Japanese Politics (Fall: 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 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)**

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the “Troubles,” 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.

*Robert K. O'Neill*

**PO 422 Comparative Social Movements (Spring: 3)**

This course examines the theoretical and empirical literature on social movements in order to understand their genesis, evolution,

and successes and failures. We will start by exploring the international theoretical literature on social movements, in order to identify commonalities and differences in the experiences of social movements in a wide array of locations and historical moments. The course will then turn to a more detailed empirical study of a number of social movements, some international, some national, some regional, and some local, including labor movements, indigenous movements, women's movements, movements based on liberation theology, and "national liberation"/"terrorist" movements.

*Paul Christensen*

**PO 423 From Empires to Nations (Fall: 3)**

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. Modern continental empires such as the Austro-Hungarian and Russian will be dealt with, as well as the British and French overseas imperial experiences. Contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

*Kathleen Bailey*

**PO 424 Reform/Revolution/Communist Collapse (Fall: 3)**

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.

*Gerald Easter*

**PO 428 Politics in Latin America (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course serves as an introduction to comparative politics in Latin America. It is intended primarily for Political Science majors who have completed PO 041 and 042, Latin American Studies minors, and others with a strong interest in Latin America. The first half of the course focuses on regimes and regime transitions; the second half explores the impact of gender, religion, and ethnicity on politics.

*Jennie Purnell*

**PO 432 Postcommunist Transitions (Spring: 3)**

The course examines the multi-dimensional reforms underway transitions in Eastern Europe, Russia and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.

*Gerald Easter*

**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*

**PO 447 The Modern State (Spring: 3)**

The class explores the rise of the modern state as the dominant form of political organization in world politics. It traces the development from premodern stateless societies, medieval states, and finally the modern nation-state. The class also examines the contemporary processes of globalization and their effect on the survival of the modern state.

*Gerald Easter*

**PO 500 Introduction to International Studies (Spring: 3)**

**Cross listed with IN 500**

**This course is open to undergraduates who have not yet taken PO 501 or PO 507.**

See course description in the International Studies Department.

*Donald Hafner*

**PO 504 International Politics of Europe (Fall: 3)**

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multinational integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

*Donald L. Hafner*

**PO 510 Globalization (Fall: 3)**

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

*Paul Christensen*

**PO 515 U.S.-Latin American Relations (Spring: 3)**

This course explores the relationship between the United States and Latin America before, during, and after the Cold War. Topics to be considered include anti-communism and Cold War politics, Mexican migration to the United States, drug trafficking, and transnational human rights and environmental movements. The course is intended primarily for Political Science majors who have completed PO 041 and 042, Latin American Studies minors, and others with a strong interest in Latin America.

*Jennie Purnell*

**PO 516 American Foreign Policy (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 524 Russia, Eurasia, and the World (Spring: 3)**

This course focuses on the regional politics of the former Soviet space, the role of the former Soviet states in international politics, and the foreign policies of the major successor state, Russia, within the Eurasian region and beyond. The course then examines a number of important regional/international political and economic issues: the oil politics of the Caspian basin; interethnic conflict in the Caucasus and



Central Asia, the role of Islam in Eurasia; the expansion of NATO and the EU into the former Soviet space the drug trade and organized crime in the region, and the regional effects of globalization.

*Paul Christensen*

**PO 606 Introduction to Modern Political Philosophy (Spring: 3)**

The enlightened beginning and the development to a post-modern crisis.

*Robert K. Faulkner*

**PO 618 Political Philosophy of Liberalism (Fall: 3)**

Liberalism is the political creed that supports limited government and the primacy of individual rights. This course will examine the philosophical justification and difficulties of liberalism by examining the writings of such thinkers as Locke, Hume, Kant, Mill, and contemporary writers such as Sandel and Rawls. Issues addressed will include the tension between the individual and the community, the role of religion in politics, the basis of human rights, and the changing character of liberal thought.

*Nasser Behnegar*

**PO 624 Modern Political Philosophy: Ethics & Religion (Fall: 3)**

An examination of the political dimensions of modern religious thought as presented in the works of major thinkers. Readings may include, but will not necessarily be limited to, works of Pascal, Kant, and Kierkegaard.

*Susan Shell*

**PO 636 Political Thought of Thucydides (Spring: 3)**

A close reading of Thucydides' *History of the Peloponnesian War* focussing on the issues of justice and necessity in war.

*Christopher Kelly*

**PO 645 Kant: Morality and Liberalism (Fall: 3)**

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

*Susan Shell*

**PO 649 Rousseau on Theory and Practice (Fall: 3)**

This course will explore the abstract theoretical account of politics given in Rousseau's *Social Contract* and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.

*Christopher Kelly*

**Undergraduate and Graduate Course Offerings**

*Prerequisite:* Junior standing or higher.

**PO 351 Seminar: Religion and Politics (Fall: 3)**

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public square.

*Alan Wolfe*

**PO 361 Seminar: Constitutional Politics at Century's End (Fall: 3)**

The Rehnquist Court at play. Topics include reproductive freedom, states' rights, racial politics, criminal justice, that election.

*David Manwaring*

**PO 470 Seminar: Political Generations (Spring: 3)**

This seminar studies those political communities which can be termed political generations. At the heart of our inquiry will be the broad question: How do members of a particular political generation

acquire common values motivating a shared lifetime of common political action? Consideration of this broad question sheds light on the related topics of human development and political socialization.

*Marvin Rintala*

**Graduate Course Offerings**

**PO 726 Democracy in America (Fall: 3)**

This seminar will use Alexis de Tocqueville's *Democracy in America* to examine fundamental issues in the study of American politics. Readings from *Democracy in America* will be coupled with contemporary political science works. What are Tocqueville's central insights? Was his description of American politics accurate? How has the US changed since he wrote? These are among the questions we will address in the course.

*Shep Melnick*

**PO 727 American Political Development (Fall: 3)**

*Marc Landy*

**PO 777 Quantitative Research Methods (Spring: 3)**

This is a beginning course in quantitative analysis for political scientists. We will begin by reviewing the basic tenets of research design and considering particular challenges to researchers using large data sets. We will then cover elementary statistics and probability theory, working up to multivariate regression.

*Jennifer Steen*

**PO 799 Reading and Research (Fall/Spring: 3)**

**By arrangement**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**PO 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*Kay Schlozman*

**PO 803 Comparative Politics Graduate Field Seminar (Spring: 3)**  
**Open to undergraduates with permission of the instructor.**

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

*Kenji Hayao*

**PO 859 East Asian Security (Fall: 3)**

The class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's primary great power relationship—U.S.-China Relations—and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of stability and instability and the prospects for peace.

*Robert Ross*

**PO 862 Comparative Political Economy (Fall: 3)**

**This class is offered as a graduate seminar.**

This course examines the interdependent relationship between political power and economic development. The course surveys comparative theories of political economy with a focused application to the post-communist transitions. Topics of discussion include: the state as an economic actor, the politics of emerging markets, the culture of corruption, and the social consequences of radical reform.

*Gerald Easter*

**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 920 Politics of Aristotle (Fall: 3)**

**Open to undergraduates with permission of the instructor.**

A study of the first classic study of political life.

*Pierre Manent*

**PO 922 Plato's *Republic* (Fall: 3)**

**Open to undergraduates with permission of the instructor.**

The course will be an intensive study of Plato's consideration of the best form of government in *The Republic*.

*Christopher J. Bruell*

**PO 925 Rousseau on Religion (Fall: 3)**

**Open to undergraduates with permission of the instructor.**

A consideration of Rousseau's treatment of the political-theological problem in a number of texts.

*Christopher Kelly*

**PO 931 Bacon and Descartes on Science and Politics (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

A comparison of key texts on modern science and its role in the project of progress. The focus is on works of Descartes.

*Robert K. Faulkner*

**PO 935 Christianity and Modernity: Spinoza, Hume, and Nietzsche (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

This course will examine the conflict between modern enlightenment thought and Christianity by considering how in modern thought the original rationalistic criticism of religion was transformed.

*Nasser Behnegar*

**PO 945 Heidegger (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

A reading of *Being and Time*, with a view toward its politics (or lack thereof).

*Susan Shell*

**PO 947 Political Philosophy of Plato (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

A study of Plato's *Gorgias*.

*Christopher Bruell*

**PO 997 Dissertation Seminar (Fall/Spring: 1)**

Required for doctoral candidates in residence who have passed the comprehensive examination. Meetings to be arranged.

*The Department*

**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**

**Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Hiram H. Brownell**, *Professor*; Chairperson of the Department; 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

**James A. Russell**, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

**Diane Scott-Jones**, *Professor*; B.S., M.S., Appalachian State University; Ph.D., University of North Carolina, Chapel Hill

**M. Jeanne Sholl**, *Professor*; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

**Michael Smyer**, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

**Ellen Winner**, *Professor*; B.A., Radcliffe College; Ph.D., Harvard University

**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*; Assistant Chairperson of the Department; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

**Stephen Heinrichs**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., University of California, San Diego

**Linda R. Tropp**, *Assistant Professor*; B.A., Wellesley College; M.Sc., Ph.D., University of California, Santa Cruz

**Departmental Notes**

- Administrative Secretary: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Department Secretary: Cheryl Dick, 617-552-4100, cheryl.dick@bc.edu
- Staff Assistant: Mary Lafferty, 617-552-4100, mary.lafferty@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/cas/psych/psych.html](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.

### Requirements for Psychology Majors

Students 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) should be taken as soon as possible after entering the major.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters:
  - Biological (PS 284, PS 285, PS 287)
  - Cognitive (PS 271, PS 272, or PS 274)
  - Developmental and Clinical (PS 260 or PS 264)
  - Social, Personality and Cultural (PS 241, PS 242, 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 or MC074) for one of the two required mathematics courses. A score of 4 or 5 on the A.P. Mathematics examination will satisfy one semester of the Psychology major's two-semester mathematics corequisite.

A score of 4 or 5 on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

### 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. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

### The Biopsychology Concentration

The Biopsychology Concentration within the Psychology major allows students to engage in 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: Michael Numan and Stephen Heinrichs*

### The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology Majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to research, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their Junior year. This invitation is sent to students who, by the end of their Sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1st of their Junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will receive the designation "Completed the Psychology Honors Program" on their final transcript.

For further information, contact the Director of the Honors Program in the Psychology Department.

### Information for Study Abroad

Departmental decisions about international study are made on a student-by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirement. Approval must be obtained before the start of the study abroad program.

### Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's Degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

*Faculty Advisor (Psychology): Michael Moore*

### Faculty Advisement

Psychology majors should seek Psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

### Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Please note that PS 110 and PS 111 do not fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement when they have successfully completed PS 110, PS 111, and two other psychology courses at the 200-level or above. Psychology majors fulfill one semester of the Social Science Core requirement when they have successfully completed PS 110 or PS 111 and one other psychology course at the 200-level or above.

#### Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

#### Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 100-PS 199:** Introductory statistics 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.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level course.

#### 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 and the impact of stress and anxiety on measures of drug seeking, information processing and appetite control. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; radiotelemetry; psychopharmacology; computerized image analysis of brain systems; video-tracking and phenotyping of genetic mutant mice.

**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 psychological processes and behavior, at both the individual and group levels. Areas of study include: the study of young children's social experiences, and impact of social policy on families and children; cultural construction of the self and emotions; ethnic identity, acculturation, and relations between different ethnic groups; conceptions of mental illness and health in different cultures; the impact of war on children; the intergenerational transmission of sociopolitical trauma; human rights as a mental health issue; sociopsychological dynamics of social change and conflict; and conceptions of justice and equality across cultures. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

**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 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; gifted children; the development of artistic abilities; the acquisition of a theory of mind and the relationship between theory of mind and communication skills; domestic and international public policy, families and children; adolescent child-bearing; ethnic identity; research ethics; aging and mental health; and health- and policy-related aspects of aging. Children from both western and non-western communities are studied.

**Social and Personality Psychology.** Faculty and students in the Social and Personality Concentration explore social psychological processes at multiple levels, ranging from intra-individual all the way through the organization of large groups. Areas of investigation

include what conditions foster interpersonal conflict and its resolution; the role of attribution in intergroup conflict; the origins and consequences of socially facilitated intrinsic motivation (enthusiasm); competitive versus integrative orientations to success; how social identity, social structure and differences in group status influence self and social perception; how prejudice affects—and is affected by—contact between members of different social groups; and how emotions, judgment, behavior, and relationships are formed.

### 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.** There are six required courses. In the first year, students take the following three courses: PS 606 Experimental Design and Statistics, which concentrates on analysis of variance, another statistics course that concentrates on multivariate techniques, and an advanced topics seminar in a student's area of concentration. Three other courses are taken in either the first or second year: two advanced topics seminars outside a student's area of concentration and PS 590 History and Theories of Psychology. Students may take any number of other courses that are selected in consultation with their advisory committees and consistent with their research and professional objectives. Students' educational needs will often carry them across traditional disciplinary boundaries. Taking courses in other departments in the University is 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 a 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 year, and either a teaching assistantship or teaching fellowship during the third and fourth years. 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, McGuinn 301, Boston College, Chestnut Hill, MA 02467. Application materials and information can also be obtained by visiting the Psychology Department's web page, which can be accessed via the Boston College home page (<http://www.bc.edu>) which links to the Graduate School of Arts and Sciences and the Psychology Department. 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*

*Rossana Contreras*

**PS 009 Apprenticeship in Teaching (Spring: 3)**

*Peter Gray*

**PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)**

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include: theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.

*Joseph Tecce*

**PS 021 Psychology of Art and Creativity (Fall: 3)**

**This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.**

This course examines how five major fields of psychology have approached the study of art and creativity: clinical/personality psychology, social psychology, neuropsychology, cognitive psychology, and developmental psychology. Thus, this course provides an overview of different areas of psychology as well as an examination of how each of these areas has studied art and creativity. The course focuses on the psychological processes involved in both the creation of and response to art: how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

*Ellen Winner*

**PS 045 Fundamentals of Humanistic Psychology (Fall/Spring: 3)**

**This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.**

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

*The Department*

**PS 110 Introductory Psychology I (Fall/Spring: 3)**

**This course does not satisfy the Social Science Core**

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

*The Department*

**PS 111 Introductory Psychology II (Fall/Spring: 3)**

**This course does not satisfy the Social Science Core**

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

*The Department*

**PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)**

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression. The course includes web-based modules that are accessed over the Internet.

*The Department*

**PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)**

*Prerequisite:* PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course includes web-based modules that are accessed over the Internet.

*The Department*

**PS 206 Independent Study (Fall/Spring: 3)**

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

*The Department*

**PS 241 Social Psychology (Spring: 3)**

*Prerequisite:* PS 111

This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*The Department*

**PS 242 Personality Theories (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan*

*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

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 261 Psycholinguistics (Fall: 3)**

**Cross listed with SL 361**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**PS 264 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

*Ramsay Liem*  
*Karen Rosen*

**PS 271 Sensory Psychology (Fall: 3)**

*Prerequisite:* PS 110

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

*Randolph Easton*

**PS 272 Cognitive Psychology (Fall: 3)**

*Prerequisite:* PS 110

This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cognitive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.

*Michael Moore*  
*Jeanne Sholl*

**PS 274 Perception (Spring: 3)**

*Prerequisite:* PS 110; PS 271 is recommended

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will 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.

*The Department*

**PS 285 Behavioral Neuroscience (Fall: 3)**

*Prerequisites:* PS 110, BI 110-112, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

*Michael Numan*

**PS 300 Children of Color (Spring: 3)**

*Prerequisite:* PS 260

**Enrollment will be restricted to juniors, seniors and graduate students.**

This class will focus on the development of children of color. We will examine children of color primarily in the United States, including African American, Asian American, Hispanic and Native American groups. We will also review available research on children of color in other countries. We will cover children's lives from conception through adolescence, with an emphasis on ethnicity and related status variables, such as socioeconomic status and gender, as important contexts for children's growth and development. This class will provide an exploration of the commonalities and differences among children's lives across a broad range of social settings.

*Diane Scott-Jones*

**PS 340 Prejudice and Intergroup Relations (Spring: 3)**

*Prerequisite:* PS 241

This course introduces students to theories of prejudice and intergroup relations, with a strong emphasis on applying these theories to the multi-ethnic context of the United States. The course begins with an overview of key issues in the study of intergroup relations, with references to the experiences of many native and immigrant groups in the United States. We will then review classic and contemporary theory and research on prejudice and intergroup relations, with special attention to examples from social psychology. At the end of the course, we will focus on applications of such theory and research to social issues.

*Linda Tropp*

**PS 342 Interpersonal Relations (Fall/Spring: 3)**

*Prerequisite:* PS 241

The goal of this course is to provide understanding of interpersonal and group processes through examination of the student's 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 presenter's 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 (Fall/Spring: 3)**

*Prerequisite:* PS 241

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 (Fall/Spring: 3)**

*Prerequisite:* PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males “do” gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

*Judy Dempewolff*

**PS 352 Sociocultural Contexts of Psychopathology (Spring: 3)**

*Prerequisite:* PS 254 or PS 264

This course explores social and cultural perspectives on psychological well-being and distress, focusing on how large scale social, economic, political, and cultural practices in society influence psychological well being. Topics include the relationship between social class, race, and gender and mental health, family systems approaches to emotional disorder, culture and mental illness, (the impact of social and political conflict across generations), and human rights and mental health. The role of culture in shaping perceptions of normal and abnormal behavior and the expression of psychological distress is given special consideration.

*Ramsay Liem*

**PS 353 Culture and Emotions (Spring: 3)**

*Prerequisite:* Any course at 200 level as prerequisite or with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children’s understanding of emotion.

*James Russell*

**PS 354 Culture, Identity, and Asian American Experience (Spring: 3)**

*Prerequisite:* PS 254 or permission of the instructor.

**This course is a requirement for the Asian American Studies Concentration.**

**Satisfies Cultural Diversity Core Requirement**

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.

*Ramsay Liem*

**PS 360 Clinical Psychology (Fall: 3)**

*Prerequisite:* PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an empha-

sis 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 364 Family Violence (Fall/Spring: 3)**

*Prerequisite:* PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

*Amy Tishelman*

**PS 367 Stress and Behavior (Spring: 3)**

*Prerequisite:* PS264

This course provides a description and evaluation of theory, methodology, and research in the field of stress as it relates to behavior. Discussions will include psychological, social, and physiological determinants and effects of stress as well as methods of stress control, particularly behavioral strategies. Students will discuss and write about personal stresses.

*Joseph Tecce*

**PS 369 Development/Giftedness and Creativity (Spring: 3)**

*Prerequisite:* PS 260 Developmental Psychology

This course will consider the development of children who are considered gifted. Giftedness is defined broadly as any kind of precocious development. Thus, we will consider not only academic (IQ) giftedness, but artistic, musical, and athletic giftedness. Topics to be explored include: the biological basis of giftedness; the role of the family and the school in nurturing (and potentially destroying) giftedness; social and emotional dimensions of giftedness; cognitive components of giftedness, the relationship between gifted children and autistic savants; and the link between childhood giftedness and adult genius.

*Ellen Winner*

**PS 386 Psychopharmacology (Spring: 3)**

*Stephen Heinrichs*

**PS 387 Developmental Psychobiology (Fall: 3)**

*Prerequisites:* An introductory course in Biology and PS 285 or PS 286

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

*The Department*

**PS 388 Eating Disorders (Spring: 3)**

*Prerequisite:* PS 264 or PS 285

This course provides an introduction to the psychobiology of eating disorders from both pre-clinical and clinical perspectives. We will first provide a clinical and sociocultural overview of disturbed eating behavior in psychiatric disorders. A section on the topic of development and application of animal models to clinical eating disorders will focus on conditioned, metabolic and ecological factors that allow meaningful modeling of eating disorders in animals. Neural, behavioral and orosensory mechanisms of hunger, starvation and obesity will be presented. The psychology of personal body image, self-regulation failure and affect will be discussed.

*Stephen Heinrichs*



**PS 389 Hormones and Behavior (Spring: 3)**

*Prerequisite:* PS 285

This course discusses the relationships between hormones, brain function, and behavior. Topics include: Molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.

*Michael Numan*

**PS 390 Psychology and Law (Fall/Spring: 3)**

*Prerequisite:* Either PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases. Complex issues with no easy solutions will challenge students. Just some of the topics to be covered will be jury selection and psychology; expert witnesses; eyewitnesses; the use of scientific evidence.

*Marie D. Natoli*

**PS 399 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

*Ellen Winner*

**PS 447 Individual Differences and Social Behavior (Fall: 3)**

*Prerequisites:* PS 111, PS 120/121, PS 242 or PS 241

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

*Donnah Canavan*

**PS 450 Special Topics in Cultural Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 254 or PS 241 or PS 242 (PS 120/121 recommended)

This course primarily addresses how the relationship between culture and self has implications for cross-culturally divergent psychological patterns in cognition, emotion, motivation, moral reasoning, and other psychological processes. A cultural psychological framework will be used to examine the self and various psychological issues. With a large and growing body of psychological research in non-Western cultures, in particular, East and South Asian cultures, non-Western psychological models will be contrasted to conventional Western psychological models to provide evidence that psychology cannot be isolated from culturally patterned social relations, practices, institutions, and ideas.

*Makiko Deguchi*

**PS 460 Clinical Fieldwork in Psychology (Fall: 3)**

*Prerequisite:* PS 360 or PS 363 and permission of the Instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site

supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.

*Karen Rosen*

**PS 466 Current Issues in Developmental Psychology (Spring: 3)**

*Prerequisite:* PS 260

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.

*Michael Moore*

**PS 490-491 Senior Thesis I and II (Fall/Spring: 3)**

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Theses judged to be of exceptional merit will have "Senior Thesis passed with Honors" noted on their University transcripts.

*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*

**PS 499 Honors Seminar (Spring: 3)**

*Hiram Brownell*

***Undergraduate and Graduate Course Offerings*****PS 540 Advanced Topics in Social Psychology (Spring: 3)**

*Prerequisites:* Undergraduate students, PS 241; graduate students, permission of instructor

**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 543 Seminar in Social Psychology of Conflict (Fall: 3)**

*Prerequisite:* PS 241

Social-psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and intergroup levels will be examined. Concepts of identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these analyses. Potential effects of conflict at one level on the manifesta-

tion of conflict at other levels will be explored. Applications to current interpersonal, organizational, and societal conflicts will be encouraged.

*Norman Berkowitz*

**PS 544 Identity, Group Membership, and Intergroup Relations (Spring: 3)**

*Prerequisite:* PS 241; or permission of the instructor for graduate students

This course is designed for advanced undergraduate and graduate students to engage in discussion and analysis of research on identity, group membership, and intergroup relations. Students will learn about many theoretical perspectives—both classic and contemporary—regarding how personal and social identities contribute to individuals' self-concepts. We will also examine the role group membership plays in how we perceive and evaluate members of our own group and other groups. We will then consider how conditions of the social context may enhance or inhibit intergroup biases, and how best to promote positive relations across group boundaries.

*Linda Tropp*

**PS 550 Advanced Topics in Cultural Psychology (Fall/Spring: 3)**

*Prerequisites:* PS 254, PS 241, or PS 242; graduate students, permission of the instructor

**Satisfies Cultural Diversity Core Requirement**

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology, the study of the role of culture in the mental life and actions of human beings. The topics include: cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. In the case of each topic, the extent to which psychological processes, at both individual and collective levels, develop and are influenced by specific sociocultural environments will be a principal focus of analysis.

*Ali Banuazizi*

**PS 552 Children, Families and Social Policy (Fall: 3)**

*Prerequisite:* PS 260 or PS 254

**Enrollment restricted to Juniors and Seniors. Sophomores must obtain permission from the instructor.**

This course explores the role of social policy and programs in promoting the health, education and welfare of children and their families. It focuses on issues of relevance in the U.S., like welfare reform, teenage pregnancy, and child abuse and neglect; but it also considers issues of concern internationally like children's rights, children of war, child labor, street children, and AIDS orphans. The course relies heavily for guidance on developmental theories that take into account sociohistorical and cultural viewpoints.

*Gilda Morelli*

**PS 560 Advanced Topics in Developmental Psychology (Fall: 3)**

*Prerequisites:* PS 260; graduate students, permission of the instructor

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

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 behav-

ior, 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 565 Human Development and Social Policy (Spring: 3)**

*Prerequisite:* PS 254 or 260

**Enrollment will be restricted to juniors, seniors and graduate students.**

Knowledge of human development can inform social policy. The social policies of our nation profoundly influence the developmental contexts individuals experience. This course is an exploration of selected topics that have both a human development and a social policy component. We will begin with a general discussion of the interrelationships between social policy and theories and research in human development. We will then cover six major areas: family structure; education and the structure of schools; mass media; computer technologies; reproductive technologies; and eating and nutrition. For each topic, we will examine both relevant research and current policies.

*Diane Scott-Jones*

**PS 567 Psychology and Aging (Spring: 3)**

*Prerequisite:* PS 260 Developmental Psychology

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 568 Seminar in Health Psychology (Fall: 3)**

*Prerequisite:* PS 367

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 570 Advanced Topics in Cognitive Neuroscience (Spring: 3)**

*Prerequisite:* PS 272 or PS 274 or PS 285

In this seminar, information processing, evolutionary, and neuroscientific perspectives are applied to the study of the human mind. Following an introduction to major theoretical approaches to the study of mind, topics related to the mind/brain systems underlying of visual-spatial perception, learning and memory, language, consciousness, and intelligence will be explored.

*Jeanne Sholl*

**PS 590 History and Theories of Psychology (Spring: 3)**

*Prerequisites:* For undergraduates, at least one 300-level course in Psychology; graduate students, permission of the instructor

**Formerly PS 334/PS 621**

This course offers a survey of the philosophical roots and the development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the 19th century; the emergence of psychology as an independent discipline in Germany

and the United States; and the rise and demise of the major schools in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

*Ali Banuazizi*

**PS 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with SC 378 and SW 600**

See course description in the Sociology Department.

*Thomas Broffman*

**Graduate Course Offerings**

**PS 606 Experimental Design and Statistics (Fall: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Randolph D. Easton*

**PS 625 Graduate Independent Study (Fall/Spring: 3)**

*Norman Berkowitz*

**PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Norman Berkowitz*

*Donnah Canavan*

**PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Lisa Feldman Barrett*

**PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Ali Banuazizi*

*Ramsay Liem*

*Gilda Morelli*

**PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Gilda Morelli*

*Karen Rosen*

*Ellen Winner*

**PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Hiram Brownell*

*Randolph Easton*

*Jeanne Sholl*

**PS 686-687 Research Workshop in Biological Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Biological Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Michael Numan*

**PS 691-692 Professional Development Workshop I and II (Fall/Spring: 1)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett*

*Ellen Winner*

**PS 721 Human Behavior and the Social Environment (Fall: 3)**  
**Cross listed with SW 721**

See course description in the Graduate School of Social Work.

*The Department*

**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**

**Mary Ann Hinsdale, I.H.M.** *Associate Professor of Theology and Director of IREPM*; B.A., Marygrove College; M.A., Religious Education, Catholic University of America; S.T.L., Regis College, Toronto; Ph.D., University of St. Michael's College, Toronto

**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**, *Associate 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**, *Faculty Director of Spirituality Studies and Adjunct Assistant Professor*; B.A., St. Joseph College; Th.D., Harvard University

**John Konicek, S.J.**, *Coordinator of Liturgical, Spiritual and Community Life*; B.S., Southern Methodist University; M.Div., S.T.L., Jesuit School of Theology at Berkeley

**Michael J. Corso**, *Coordinator for Continuing Education and Contextual Education*; B.A., M.A., Ph.D., Boston College

**Departmental Notes**

- Student and Academic Services Specialist, Donna DeRosa, 617-552-8441, derosado@bc.edu

- Administrative Assistant: Kirsten Grimes, 617-552-8443, grimesk@bc.edu
- Staff Assistant: Maureen Lamb, 617-552-8057, lambmb@bc.edu
- Student Services Assistant: Mary Magennis, 617-552-8440, magennim@bc.edu
- World Wide Web: <http://www.bc.edu/irepm.html>

### **Graduate Program Description**

The Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The IREPM offers the combined resources of the Theology Department, the Lynch School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the IREPM are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The IREPM offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.) plus several dual degrees and certificates described below. For full guidelines for each program, contact the IREPM.

#### **Master of Education in Religious Education (M.Ed.)**

A broadly defined core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own developing faith life and with the challenges of religious education today. The M.Ed. in Religious Education normally requires 38 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 Lynch School of Education.

#### **Master of Arts in Pastoral Ministry (M.A.)**

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry, 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, 38 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. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to and be accepted by both the Institute 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 Lynch School of Education. Please contact each department for applications and further guidelines.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Education in Educational Administration (M.Ed.)**

This program combines theories and practice in educational administration with studies in theology and exploration of the pastoral dimensions of educational leadership. It provides pastoral/practical and theoretical foundations for addressing the operational and strategic issues of educational leadership. Students enrolled full-time can expect to complete the two degrees in two summers and two academic years or three academic years.

Prospective students must apply to and be accepted by both the IREPM and the Lynch School of Education.

#### **Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)**

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of care-giving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the IREPM and the School of Nursing. Contact each department for applications and further guidelines.

#### **Certificate of Advanced Educational Specialization (C.A.E.S.)**

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a synthesis project on a subject of specialized minister-

ial 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 Lynch School of Education.

**Interdisciplinary Doctorate in Religion and Education (Ph.D.)**

The IREPM coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Lynch School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

**Certificates in Ecclesial Ministry**

**Collaborative Leadership Concentration**

The Collaborative Leadership Concentration in Ecclesial Ministry is designed for:

- professional or experienced religious educators or ministers who seek theological updating, the development of skills for ministry, and spiritual/personal growth within a community context
- pastoral ministers or religious educators attracted to continuing education for ministry, offered through a major Catholic university and a respected institute of ministerial formation
- staffs, both beginners and experienced personnel, committed to collaboration and ongoing growth.

The program of studies may consist of summers only: up to 3 summers, or academic year, full time: September-May (plus summer if desired), or academic year, part-time: 1-3 years (plus summer, if desired). Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

**Liturgy Concentration**

Liturgy is at the heart of our identity as Christian communities of faith, and most people engaged in ministry must be equipped to foster the worship of life of their faith communities. The Liturgy Concentration in Ecclesial Ministry 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.

The program of studies may consist of summers only (if appropriate courses are available): up to 3 summers, or academic year, full time: September-May (plus summer if desired), or academic year, part-time: 1-3 years (plus summer if desired). Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

**Post-Master's Certificate in the Practice of Spirituality**

The Post-Master's Certificate Program in the Practice of Spirituality is a summer program designed for persons experienced in ministry with an earned master's level degree or the equivalent in a theological discipline. The program enables pastoral leaders to become spiritual mentors for persons and for Christian communities of faith. There are three tracks to complete the certificate: Ways of Prayer and Discernment, Nurturing Community and Creativity,

and The Art of Spiritual Direction. The program of studies will consist of three consecutive summer residencies of two weeks each. Twelve persons will be admitted each year.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

**Other Continuing Education Programs**

The 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 IREPM 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*

*Jane E. Regan*

*Thomas Groome*

**ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**

**Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.**

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education and to prepare proposals for their own research projects.

*Jane E. Regan*

**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).

*David Gleason*

**TH 480 Ecclesiology (Spring: 3)**

This course provides a systematic introduction to the study of the Church as it has evolved over twenty centuries. Focusing upon both the idea and fact of the Church, special emphasis will be given to the Second Vatican Council and the conflicts of interpretation that have developed over it in post-Vatican II Catholic ecclesiology. Attention also will be given to the critiques and contributions of contextual theologies (Latin American, Asian, African and feminist) as well as the present state of the ecumenical movement regarding its goals, obstacles and promise for a united Christian Church.

*Mary Hines*

**TH 481 Women and the Church (Spring: 3)**

**Offered On An Occasional Basis**

See course description in the Theology Department.

*Mary Ann Hinsdale, IHM*

**TH 530 Contextual Education: Supervised Ministry & Professional Development (Fall/Spring: 4)****IREPM Course****M.A. Students**

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 field experience of approximately 10-12 hrs per week, students will participate in a supervised practicum extending through the entire academic year. The practicum provides a group exploration of theological and ministerial concerns drawn from the field experience.

*Michael J. Corso*

**TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)**

This foundational course will address questions such as the following: What is pastoral counseling? Who is the pastoral counselor? It will explore theological underpinnings, use of psychological theory, and ethical and legal responsibilities of the pastoral counselor. Special attention will be given to cultural and systematic factors, and issues and crises often facing the pastoral counselor. This course will offer opportunities to gain practical experience in styles and techniques of pastoral counseling and to gain greater facility and familiarity in reflecting and ministering from a pastoral perspective.

*Melissa Kelley*

**TH 593 Fostering Faith Across the Life Cycle (Fall: 3)****Cross listed with ED 673**

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

*Jane E. Regan*

**TH 600 Leadership and the Practice of Ministry (Spring: 3)**

Leadership is a critical issue in the church today. This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collaborative styles of leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.

*Jane E. Regan*

**TH 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 M.A. and M.Ed. degree students.

*Michael J. Corso*

**TH 639 Collaborative Leadership Seminar Series (Fall/Spring: 1) Pass/Fail Only**

Required for students in the Collaborative Leadership concentration of the Ecclesial Ministry Certificate and open to all IREPM students, 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. The 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)**

Today there is a greater focus on the call of all Christians, especially the laity, 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.

*Harold (Bud) Horell*

**TH 684 Divine Worship and Human Healing (Spring: 3)**

The gospels portray Jesus as a teacher and healer and show how these two key aspects of his ministry were entwined. Empowered by the Spirit of the Risen Christ, the church continues the mission of glorifying God through witnessing to the saving mysteries revealed in the life-stories of human brokenness and healing. Participants will study the Rites of Penance, Pastoral Care of the Sick and the Order of Christian Funerals in order to explore how the work of healing and reconciliation discloses God's love and mercy amidst the human family.

*Bruce T. Morrill, S.J.*

**TH 694 Empowering Catechetical Leaders (On-line Course) Spring (3 credits)**

The General Directory for Catechesis emphasizes how "any form of pastoral activity is placed at risk if it does not rely on truly competent and trained personnel" (GDC, #234). Whether one is new to the ministry of catechetical leadership or a seasoned veteran, the need for ongoing formation and education is vital. This course provides an opportunity to gather a community of catechetical leaders through the use of internet technology. Together students will read and discuss some of the key texts that are essential to effective catechetical leadership in both parish and school settings. The nature of an on-line course allows for a great deal of flexibility in taking the course. While a commitment to the readings, the assignments, and the on-line conversation is required, students are free to schedule their time to suit their professional and personal commitments.

*Michael J. Corso*

**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 pas-

toral counseling. Case studies and concrete situations help to illustrate such models as object relations and humanistic and psychodynamic theories. Course themes include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

*Michael St. Clair*

**TH 717 Education of Christians: Past, Present and Future (Spring: 3)**

**Cross listed with ED 635**

How have Christians thought about and practiced education, from the New Testament times to the twentieth century? And how might this history inform our present practice? Study and discussion of classic texts will be central to this course, with an emphasis on making use of these texts in students' diverse cultural, pedagogical, and theological contexts.

*Thomas Beaudoin*

**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 (Spring: 1)**

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This one-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include: how to raise, formulate and refine research questions, topics and problems; how to move from questions to sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions.

*Lucretia Yagghjian*

**TH 739 Christology (Fall: 3)**

In this course, 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.

*Mary Ann Hinsdale, IHM*

**TH 760 Family, Ministry and Spirituality (Spring: 3)**

This course explores the ways in which experiences of family shape ministry, the life of the minister, and efforts to foster a greater openness to encounter with God.

*John Grimes*

**TH 777 North American Theologies of Liberation (Fall: 3)**

**Weekend Course**

**Friday 4-9 pm, Saturday 10-4 pm.**

**Sept 13-14, Oct 4-5, Oct 25-26**

**Students are required to attend all three weekends.**

North America has seen a growing body of theological writings taking the faith experiences of oppressed people as their starting point. Among the most developed theologies of liberation native to North America are black theology, feminist theology, gay and lesbian theology and Latino theology. The work of constructing a liberating theology for the North American context as a whole—that is, one which begins with a particular group's experience of oppression/ liberation/faith but seeks to speak to all Christian believers of this continent—remains incomplete.

*James Nickoloff*

*M. Shawn Copeland*

*Roberto Goizueta*

**TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)**

This course will survey historical "classics," examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, 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.

*Colleen Griffith*

**TH 857 Violence and Forgiveness: Theological and Psychological Perspectives (Spring: 3)**

**Particularly for masters' students in counseling, social work and pastoral ministry.**

See course description in the Theology Department.

*H. John McDargh*

**TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)**

**Cross listed with SW 830**

**Required for students in the dual M.A./M.S.W. program and open to other graduate students.**

See course description in the School of Social Work.

*Hugo Kamyra*

**TH 901 Evangelizing Catechesis (Spring: 3)**

**Cross listed with ED 735**

Situating catechesis within the fundamental mission of the Church to evangelize has significant ramifications for how we understand and engage in the catechetical enterprise. Drawing on contemporary Church documents as well as the writing of religious education theorists and theologians, this course articulates and responds to core questions which shape the future of religious education.

*Jane E. Regan*

**TH 930 Fashioning a People in an Electronic Age (Fall: 3)**

**On-Line Course**

The Electronic Age has heralded paradigmatic shifts in every aspect of human life, including Christian efforts to spread the Good News and form people of faith. Globalization, mass market reach and truly interactive media are particularly significant for Religious Educators hoping to reach the Digital Generation. This on-line course will explore the use, and sometimes misuse, of radio, television, film, satellite technology and the Internet to form people in faith.

*Julie Lytle*

**TH 958 Foundations of Religious Education (Fall: 3)**

This course explores foundational texts in religious education, both classic and contemporary. We will assess the merits and problems of different approaches, encouraging students to formulate their own approach to religious education. Discussion of texts and practical application to the students' own contexts will be central.

*Thomas Beaudoin*

**TH 963 Radical Gratitude: Doing Justice with Spirit (Spring: 3) Weekend Course**

January 17 & 18, February 14 & 15, March 14 & 15

Friday 4-9 pm, Sat 10-4 pm

Students are required to attend all three weekends.

How do pastoral ministers, religious educators, spiritual directors and counselors provide spiritual guidance in uncertain times? How do those who work for justice avoid becoming moralizing zealots, unconscious of how their anger and need for external order is compensating for an inner void? This three-weekend course is an invitation to ponder gratitude as the most radical attitude to life, an attitude that dissolves the distinction between what is called "spiritual" and the world of "material" concerns. Beginning with a socio-political analysis and critique of North American culture, we will consider an alternative to the driven and consuming existence in which so many are unwitting captives. By exploring that in-between space, where our inner and outer worlds meet and authentic spirituality, genuine politics and good economics arise, we will learn how to engage ourselves and others in a way of being in the world that leads to "radical gratitude"—a response to ordinary grace that, in time, will make an extraordinary difference.

*Mary Jo Leddy*

*Bishop Thomas Gumbleton, JCD*

**TH 964 Seminar: Postmodern Philosophies and Religious Education (Spring: 3)**

This seminar will introduce works of three major postmodern philosophers: Michel Foucault, Julia Kristeva, and Emmanuel Levinas. We shall focus on some key texts from each, with the dual purpose of understanding postmodern philosophies, and testing their theological and pedagogical fruitfulness as resources for religious education.

*Thomas Beaudoin*

**TH 981 Directed Research in Pastoral Theology (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 program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Mary Ann Hinsdale, IHM*

**Romance Languages and Literatures****Faculty**

**Joseph Figurito**, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

**Vera Lee**, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**Ernest A. Sciliano**, *Professor Emeritus*; A.B., Boston College; A.M., Boston College; A.M., Harvard University; Ph.D., Harvard University

**Maria L. Simonelli**, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

**Matilda T. Bruckner**, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

**Dwayne E. Carpenter**, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

**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 Flag**, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Rena A. Lamparska**, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

**Franco Mormando, S.J.**, *Associate Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

**Ouida Mostefai**, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

**Kevin Newmark**, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

**Harry L. Rosser**, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Sarah H. Beckjord**, *Assistant Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

**Joseph Breines**, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Kathy Lee**, *Adjunct Assistant Professor*; B.A. Pennsylvania State University; Ph.D., Yale University

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Christopher R. Wood**, *Adjunct Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Yale University

**Catherine Wood Lange**, *Adjunct Senior Lecturer*; B.A., M.A. Boston College; Ph.D., State University of New York at Stony Brook

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin

**Andrea Javel**, *Adjunct Lecturer*; B.A., University of Dayton; M.A., Université Rene Descartes (Paris); M.Ed., Harvard University

**Departmental Notes**

- Administrative Secretary: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- Graduate and Undergraduate Records Secretary: 617-552-3820
- E-Mail address: rll@bc.edu
- <http://www.bc.edu/RLL>



*Undergraduate Program Description*

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

**Major in French**

Requirements: 10 three-credit courses

- 4 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:** Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.
- 4 Advanced courses in French language, literature, or culture at the 400 level or above
  - 2 Electives to be chosen among the following:  
RL 210 French Composition, Conversation, and Reading II\*  
Additional courses at the 300 or 400 level  
RL 572 Comparative Development of the Romance Languages  
RL 595 (ED 303) Teaching Foreign Languages: Topics in Second Language Acquisition

\*RL 210 French Composition, Conversation & Reading II can be taken for elective credit as the first course in the major.

**Minor in French**

Requirements: 6 three-credit courses

- 2 Foundation courses to be chosen from among the following:  
RL 305 Introduction to Drama and Poetry  
RL 306 Introduction to Narrative Forms  
RL 307 Masterpieces of French Literature  
RL 308 Advanced Language Studies in French  
RL 309 Topics in French Culture and Civilization
- 1 Advanced course at the 400 or 700 level.
- 3 Electives to be chosen among the following:  
RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)  
Additional courses at the 300 or 400 level

**Major in Hispanic Studies (effective 12/10/01)**

Requirements: 10 three-credit courses that must include the following:

- RL 395 Contextos
- 4 600-level Advanced courses in Literature and Culture, which must include one course in each of the following categories:  
Pre-1800 Peninsular literature and culture  
Pre-1800 Latin American literature and culture  
Post-1800 Peninsular literature and culture  
Post-1800 Latin American literature and culture
- 5 Electives, which can be chosen from among the following:  
RL 216 Spanish Conversation, Composition & Reading II  
Any 300 level course  
Any 600 level course  
Related courses allowed by departmental permission

**Please note the following conditions:**

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition & Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: 5 for one year of study, 3 for one semester of study. If 3 or more courses for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

**Minor in Hispanic Studies (effective 12/10/01)**

Requirements: 6 three-credit courses that must include RL 395 Contextos and at least two courses at the 600 level.

**Please note the following conditions:**

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition & Reading II.

Maximum transfer credit from study abroad: 3 for one year of study, 2 for one semester of study.

**Major in Italian**

Requirements: 10 three-credit courses

- 6 Advanced courses in Italian literature, culture, and civilization (RL 500 or above)
- 4 Electives to be chosen from the following:  
Additional courses at the 300, 500 or 800 level  
RL 213 and 214 Italian Conversation, Composition, and Reading I and II (can be taken for elective credit as the first course in the major)  
Related courses allowed by departmental permission

**Minor in Italian**

Requirements: 6 three-credit courses

- 2 Foundation courses: RL 213 & RL 214 Italian Composition, Conversation, and Reading I & II
- 2 Advanced courses in Italian Literature or Culture at the RL 500 level or above (for Undergraduates)
- 2 Electives to be chosen among the following:  
RL 114 Intermediate Italian II (as entry-level course only)  
RL 300 (or above) Courses in culture

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 552-3820.

**General Information**

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with 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 or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Center for International Studies. Upon approval from the Department, students abroad typically take five classes per semester. They may earn

credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year.

#### Information for First Year Majors and Non-Majors

Students planning to major in a Romance Language and Literature, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. 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 the department.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

#### Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

#### Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Please consult the Student Services web site for courses that will satisfy the Literature Core requirement during 2002-2003.

#### Cultural Diversity Core

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

Please consult the Student Services web site for courses that will satisfy the Cultural Diversity Core requirement during 2002-2003.

#### Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under

the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, please contact the Honors Program Coordinator: *Professor Rena Lamparska*.

#### Information for Study Abroad

Ideally, students expecting to transfer credits into a RLL major will have completed the equivalent of a third-year university-level language class or more. Students should have completed at least the second semester of the intermediate course. Please note: Italian majors and minors who have only completed Elementary Italian II are eligible for the fall or full-year program in Parma only.

During their senior year all RLL majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. Students who are nominated to the RLL Honors program are encouraged to line up a thesis topic before going abroad.

RLL majors earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program. There are no restrictions on the term that students may study abroad.

RLL minors earn credit for up to two courses (6 credits) toward their minor in a semester or year-long program. Please note: Minors in Italian may earn credit for three courses (9 credits) if they spend a year in Parma.

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

The department recommends the following Semester Abroad or Year-Long Programs:

- French: BC Partner Programs: Paris IV-Sorbonne; Paris VII-Denis Diderot; Institut Catholique de Paris; Institut des Sciences Politiques (Paris); Université de Strasbourg, Marc Bloch (USHS); Institut d'Etudes Politiques (IEP Strasbourg); Institut d'Etudes Commerciales Supérieures (IECS Strasbourg). Other programs: Micefa; CIEE Center for Critical Studies; Columbia; NYU; Sweetbriar.
- Hispanic Studies: BC Partner Programs: Universidad Autónoma de Madrid; Estudio Internacional Sampere (Summer); Universidad San Francisco de Quito; Universidad de Iberoamericana  
For credit towards Hispanic Studies Minors only: BC Partner Programs: Universidad Complutense de Madrid; Universidad Carlos III.
- Italian: BC Partner Program: Università di Parma. Please note: Other programs will be evaluated on case-by-case basis.

RLL majors and minors wishing to study abroad will meet with Professor Jeff Flagg, RLL International Study Advisor and contact for course approvals, to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific Program Advisor with whom they will select their courses. Courses will be approved based on the recommendation from the Program Advisor.

**Graduate Program Description**

**M.A., M.A.T., and Ph.D. Programs**

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of the Department. The Master of Arts is available in Hispanic Studies, French, and Italian.

The Master of Arts is designed to develop and strengthen teachers at the primary and secondary school levels and to prepare teacher/scholars who may continue on to the Ph.D. program.

**Prerequisites for Admission**

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level (and passed with distinction); (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the Graduate Handbook of the Department of Romance Languages and Literatures.

**Doctor of Philosophy**

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

**Plan I: Ph.D. in Hispanic or French Literature and Culture**

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic) and varied analytic methodologies pertinent to their field.

**Plan II: Ph.D. in Romance Literatures**

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

**Plan I: Ph.D. in Hispanic or French Literature and Culture**

**Broad Chronological Coverage:** In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

**Related Graduate Courses:** With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

**Plan II: Ph.D. in Romance Literatures**

**Lateral Coverage:** Early in the program, the student should formulate a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

**Medieval Studies:** Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: 12 credits if they are entering with a B.A. or 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 Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

**Admission to the Ph.D. Programs**

**Students with a Master's Degree:** Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

**Students with a Bachelor's Degree:** Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

**Ph.D. Degree Requirements**

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 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.
- 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. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

#### Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

##### M.A. Course Requirements

- 30 credits (i.e., 10 courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of 9 credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to 6 credits may be earned from courses in related areas of study.
- Hispanic Studies students must take a minimum of 9 credits in Peninsular Spanish Studies and 9 credits in Spanish American Studies.
- Entering M.A. students in French and Spanish are strongly encouraged to take RL 704 and RL 901, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their language section the semester before actually enrolling.

##### Oral Proficiency Requirement:

Before taking the comprehensive written and oral examinations, all candidates must demonstrate oral proficiency in their language of specialization at the Advanced level of the ACTFL scale. Evaluations are made on the basis of an interview with a designated faculty member. Students should schedule an interview during their first semester of graduate study for diagnostic purposes.

##### Comprehensive Examinations:

Upon completing the course requirements for the M.A., and satisfying the oral proficiency requirement, students should indicate in writing to the Director of Graduate Studies their intention to take the written and oral comprehensive examinations.

#### Master of Arts Degree in Teaching

The Master's of Art in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the

Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides certification and continued professional development for primary and secondary school teachers of French, Italian, and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experience in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

#### Undergraduate Course Offerings

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

##### RL 003-004 Elementary Italian I and II (Fall/Spring: 3)

**Students with prior Italian experience admitted only by placement test.**

This beginning course is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in Italian.

*Brian O'Connor (Coordinator)*

*The Department*

##### RL 009-010 Elementary French I and II (Fall/Spring: 3)

**Students with prior French experience admitted only by placement test.**

This beginning course is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in French.

*Andrea Javel (Coordinator)*

*The Department*

##### RL 011-012 Elementary French Practicum I and II (Fall/Spring: 1)

**Required of students enrolled in RL 009 with no prior experience in French.**

**Open to other students of RL 009 only by permission of the coordinator.**

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French. All concepts presented in this course review those covered in RL 009. Only open to students concurrently enrolled in RL 009.

*Andrea Javel (Coordinator)*

*The Department*

##### RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)

**Students with prior Spanish experience are admitted only by placement test.**

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017) Emphasis is on building oral and written communication

skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes and computer study modules. Classes are conducted primarily in Spanish.

*Debbie Rusch (Coordinator)*

*The Department*

**RL 017-018 Elementary Spanish Practicum I and II (Fall/Spring: 1)**  
**Required of students enrolled in RL 015 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 015-016. Only open to students concurrently enrolled in RL 015-016.

*Debbie Rusch (Coordinator)*

*The Department*

**RL 021-022 Elementary Italian Practicum I and II (Fall/Spring: 1)**

*The Department*

**RL 023-024 Elementary Portuguese I and II (Fall/Spring: 3)**

This beginning course is designed for students with no prior experience in Portuguese. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Portuguese culture.

*The Department*

**RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)**

**Open to students with no prior experience in Spanish.**

**The course meets five days per week.**

**Classes are conducted in Spanish.**

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course’s materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.

*The Department*

**RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)**

**Open to students with no prior experience in French.**

**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).

*Margaret Flagg*

**RL 043 Intensive Elementary Italian (Spring: 6)**

**Open to students with no prior experience in Italian.**

**Conducted in Italian.**

**Meets five times per week.**

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.

*Rosie Corrado*

**RL 109-110 Intermediate French I and II (Fall/Spring: 3)**

*Prerequisite:* RL 010 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.

*Andrea Javel (Coordinator)*

*The Department*

**RL 111-112 Intermediate Italian Practicum I and II (Fall/Spring: 1)**

*The Department*

**RL 113-114 Intermediate Italian I and II (Fall/Spring: 3)**

*Prerequisite:* RL 004 or admission by placement test

**Conducted in Italian.**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization.

*Brian O’Connor (Coordinator)*

*The Department*

**RL 115-116 Intermediate Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

**Conducted in Spanish.**

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world.

*Catherine Wood Lange (Coordinator)*

*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**

**Offered On An Occasional Basis**

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.

*Brian O’Connor*

**RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)**

**Conducted in Italian.**

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian. Readings include current newspaper and magazine articles and literary texts: short stories, poems, and two short novels. Particular attention will be given to the development of consistency in grammatical accuracy, to creating more complex and expressive speech.

*Brian O’Connor*

**RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 016 or RL 041 or instructor's permission

The course meets five days per week.

Conducted in Spanish.

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice helps students develop greater accuracy in self-expression.

*The Department*

**RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 010 or RL 042 or permission of the instructor

Conducted in French.

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).

*Margaret Flagg*

**RL 200 Capstone: Discoveries of Self and the World (Spring: 3)**

Cross listed with UN 524

This course is designed for students who have studied abroad and international students. It offers them an opportunity to deepen their experience by reading the thoughts of other travelers through history and by writing about and discussing their own adventure. Our focus will be on cross-cultural experience and the analysis of world view. Within this context we will look comparatively at concepts concerning work, citizenship, relationship and spirituality. We will draw on literary texts, with particular emphasis on travel literature (poetry, essay, fiction, film/drama) and culture criticism.

*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.

An elective towards the French major when taken as first course in sequence.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg (Coordinator)*

*The Department*

**RL 213-214 Italian Conversation, Composition and Reading I and II (Fall/Spring: 3)**

*Prerequisites:* Intermediate Italian, three years of high school Italian or by permission of instructor.

Required for Major and Minor in Italian.

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 vocabu-

lary enrichment. Additional materials will include Italian films and audio visual programs. This course is strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

*Cecilia Mattii*

**RL 215-216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 116 or admission by placement test

Conducted in Spanish.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions. 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.

*Christopher Wood (Coordinator)*

*Kathy Lee (Coordinator)*

*The Department*

**RL 300 The French and the Peoples of America (Fall: 3)**

Satisfies Literature Core Requirement

Satisfies Cultural Diversity Core Requirement

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers.

*Jeff Flagg*

**RL 302 Racism: French and American Perspectives (Spring: 3)**

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in the writings of Tocqueville, Beauvoir, Wright, Baldwin and Fanon, among others.

*Jeff Flagg*

**RL 305 Introduction to Drama and Poetry (Fall: 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 open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

*Norman Araujo (Fall)*

**RL 306 Introduction to Narrative Forms (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 to progress to the next level. Students in this

course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

*Kevin Newmark (Fall)*

*Joseph Breines (Spring)*

**RL 307 Masterpieces of French Literature (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 allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

*Matilda Bruckner (Fall)*

*Norman Araujo (Spring)*

**RL 308 Advanced Language Studies in French (Fall: 3)**

*Prerequisite:* 4 years of high school French or RL209 or RL210

**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 audiovisual documents. 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.

*Stephen Bold (Fall)*

*Matilda Bruckner (Spring)*

**RL 320 Le Français des Affaires (Spring: 3)**

**Counts as an elective towards the French Major.**

**Conducted in French.**

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

*Nelly Rosenberg*

**RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)**

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

*The Department*

**RL 336 Italian Renaissance Adolescents: An Interdisciplinary Approach (Spring: 3)**

**Cross listed with HS 478**

**Conducted in English.**

The course offers an interdisciplinary examination of the lives of adolescents in the Italian Renaissance, with a particular focus on fifteenth-century Florence. We will explore the political, social, religious, cultural and economic forces with which young people contended as they approached adulthood. Primary and secondary written materials including wills, ecclesiastical records, letters, treatises, proverbs, and behavior books, as well as representations of artifacts from daily life and short works of fiction will compose the course textbook. Visual materials will illustrate social and aesthetic ideals and the daily routine of Renaissance adolescents.

*Laurie Shepard*

**RL 337 Telemundo: Spanish Language Media in the United States (Spring: 3)**

**This course can be taken contemporaneously with Naturalmente, but is open to all students with at least Naturalmente I proficiency.**

This course will provide an overview of Hispanic media in the US and explore the representations and distortions of the Hispanic experience in the US found in Spanish language media. Print and broadcast journalism, talk shows, soap operas and variety shows are the materials through which students will gain a perspective on a growing and powerful aspect of culture in the US, and at the same time continue to develop oral comprehension, writing and speaking skills.

*Christopher Wood*

**RL 360 Literature and Culture of North Africa (Fall: 3)**

**Satisfies 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 Djebar. The works will be read in the context of the socio-political framework of colonization and decolonization.

*Nelly Rosenberg*

**RL 362 Translation Workshop: Italian/English and English/Italian (Spring: 3)**

A study of the techniques and art of translation through a variety of texts: fiction and non-fiction. The course will focus on the analysis of the major linguistic and cultural differences between Italian and English. Translation from both languages.

*Cecilia Mattii*

*Rosie Corrado*

**RL 366 Spanish Culture and Civilization (Fall: 3)**

**Conducted in Spanish.**

This course will examine Spain's multicultural civilization from the prehistoric cave paintings of Altamira through post-Franco Spain. Students will be asked to study readings, art, film and other media to enrich their understanding of recurrent themes in Spanish national ideology and culture. We will consider struggles of religion, class, minority groups, and power in the creation and questioning of national identity.

*Kathy Lee*

**RL 376 Conversational Approach to Contemporary France (Spring: 3)**

Counts as an elective towards the French Major  
Conducted in French

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

*The Department*

**RL 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 select 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. Students will read Stendhal's *The Red and the Black* and *The Charterhouse of Parma*; Hugo's *Les Misérables* and *The Last Day of a Condemned Man*; Malraux's *Man's Fate*; Camus' *The Stranger*.

*Norman Araujo*

**RL 389 Italian for Business and Commerce (Fall: 3)**

*Prerequisites:* RL 213-214 or equivalent or by permission of instructor

Conducted in Italian.

Elective for Major and Minor in Italian.

Italy is one of the leading economic powers of Europe with extensive commercial ties to the United States. This course will assist those contemplating a career involving the Italian business world to develop the language skills and cultural background necessary for such work. The course will also serve those seeking further ways to improve their command of spoken and written Italian and to acquaint themselves better with the culture of contemporary Italy. In addition to interaction with actual materials drawn from various sectors of the Italian economy, the course also includes audio-visual presentations, guest lecturers, and group projects.

*Franco Mormando*

**RL 391-392 Naturalmente I and II (Fall/Spring: 3)**

*Prerequisites:* RL 216 or, with the instructor's permission, the equivalent level of proficiency

Elective for Hispanic Studies majors and minors.

Priority for enrollment given to Hispanic Studies majors and minors, but all students with the appropriate proficiency level are welcome.

Conducted in Spanish.

This is an intensive, communication-based course with limited enrollment, designed to increase students' proficiency in Spanish. Students are encouraged to take parts I and II in sequence, though exceptions are possible with the advisor's permission. The conversation topic for RL 391.01 will be Testimonies of Immigration. Elective for Hispanic Studies majors and minors. Requirement for Perspectives on Spanish America.

*Christopher Wood*

*Kathy Lee*

*The Department*

**RL 393 Literatures of the World (Spring: 3)**

Cross listed with EN 084.01

Satisfies Literature Core Requirement

Life Stories

All texts will be read and conducted in English.

Stories that inform, enliven, corrupt and transform: our history as language users is marked by a gift for telling stories that entertain and shape our lives. 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, examples and invitations to self-exploration and social questioning. Works chosen from French, Spanish, Italian, English and American literature represent a cross-section of different genres and time periods from medieval to modern, short story and saint's life to fictional autobiography and novel.

*Matilda Bruckner*

**RL 395 Contextos: Introduction to Literary Analysis in Spanish (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 and minors.

*Christopher Wood*

*Kathy Lee*

*The Department*

**RL 397 El español de los negocios (Spring: 3)**

*Prerequisite:* RL 391 or RL 392 or equivalent

Conducted in Spanish.

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored. An overview of Hispanic geography, politics, and current economic standing is also presented.

*Catherine Wood Lange*

**RL 399 Readings and Research (Fall/Spring: 3)**

*The Department*

**RL 410 Monsters in the French Imagination (Fall: 3)**

Conducted in French.

This is a seminar for undergraduates only, designed to explore the play between the monstrous and the fantastic as represented in French literature. These stories ask us to explore the nature of the human and the inhuman, the threshold of credibility and the real, our fear of the unknown, the allure as well as the dangers of the hybrid. A variety of texts chosen from the medieval to the modern period will include tales of werewolves, the story of Melusine (woman and serpent), Hugo's *Hunchback of Notre-Dame*, and Tournier's 20th century ogre, "*Le Roi des Aulnes*."

*Matilda Bruckner*

**RL 507 Impossible Love in Italian Literature (Spring: 3)**

Required for Major.

Conducted in Italian.

Through the analysis of "impossible love" in selected works by Verga, D'Annunzio, Tozzi, Svevo, Moravia, and Ginzburg, the cultural and intellectual forces underlying the protagonists' drama 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 relationship as presented in the texts analyzed in class, will be discussed in comparison with selected video-stories situated in diverse cultural periods.

*Rena A. Lamparska*

**RL 524 The Mystery of the Mafia in Fiction and Film (Fall: 3)**  
**Required for Major.**  
**Conducted in Italian.**

The class, an introduction to Italian literature, will examine the Mafia and its Sicilian roots. We will explore the meaning and social costs of *omertà* in two detective novels, *Il Giorno della Civetta* and *Il Contesto*, by the great Sicilian writer Leonardo Sciascia. We will also view films based on Sciascia's novels, and, for the sake of comparison, several Italian and American Mafia films. The improvement of reading, writing and speaking skills will remain an important goal of all class activities.

*Laurie Shepard*

**RL 611 Medieval Spain, Crossroads of the World (Fall: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Fulfills Peninsular pre-1800 major requirement.**  
**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 613 Modern Spanish Literature and Culture (Fall: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Fulfills Peninsular post-1800 major requirement.**  
**Conducted in Spanish.**

An overview of representative Spanish texts from the Enlightenment period to the post-Civil War period of the 1950s. The first part highlights the Enlightenment, and attempts of the ilustradosto to direct and regulate cultural productions. The second concentrates on influential works of the nineteenth-century, emphasizing Romanticism and Realism; attention will be given to the economic and political upheavals of the early nineteenth-century and their connection to the privileging of the individual subject. The third part covers texts from the fin de siècle through the post-Civil War period, taking into consideration the commercialization of theater and new forms of bourgeois entertainment.

*Irene Mizrahi*

**RL 614 History and Identity in Spanish America (Spring: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Fulfills Latin American pre-1800 major requirement.**  
**Conducted in Spanish.**

An overview of influential texts written in Spanish America from the colonial period to the end of Modernismo. Various historical moments and literary movements will be considered, from the period of discovery and conquest, Baroque, Romanticism and Modernismo.

*Sarah H. Beckjord*

**RL 615 Latin American Writers of the Twentieth Century (Spring: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Satisfies Cultural Diversity Core Requirement**  
**Fulfills Latin American post-1800 major requirement.**  
**Conducted in Spanish.**

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their

authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.

*Harry L. Rosser*

**RL 629 Spanish American Novels (Fall: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Satisfies Cultural Diversity Core Requirement**  
**Conducted in Spanish.**

The focus of this course will be on the shift in Spanish American novels of the twentieth century from exterior descriptions to the interior dimensions of the self. Themes and techniques of selected writers such as Mariano Azuela, Ernesto Sábato, María Luisa Bombal, Carlos Fuentes, Alejo Carpentier, Mario Vargas Llosa, Elena Poniatowska, Gabriel García Márquez, Isabel Allende, Laura Esquivel.

*Harry L. Rosser*

**RL 661 Contemporary Spanish Theater (Spring: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Fulfills Peninsular post-1800 major requirement.**  
**Conducted in Spanish.**

An intense examination of post-Civil War Spanish drama. We will discuss the dramatic structure, stagecraft and thematic content of ten plays written by exemplary figures such as Buero Vallejo, Sastre, Arrabal, Olmo, Gala, Pedrero, and Manuela Reina. Special attention will be given to the national context, including the experience of dictatorship, transition and democracy.

*Irene Mizrahi*

**RL 689 Harmony and Dissonance: Christians, Jews, and Muslims in Medieval Spain (Spring: 3)**  
*Prerequisite:* Contextos or permission of instructor  
**Fulfills Peninsular pre-1800 major requirement.**  
**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)**  
**By arrangement**

This semester is devoted to defining and researching the thesis. Students will work closely with their Thesis Director and meet regularly as a group with the Program Coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

*Rena A. Lamparska*

**RL 699 Honors Thesis Seminar (Fall/Spring: 3)**  
**By Arrangement**

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their Thesis Director, and to meet as a group with the Program Coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

*Rena A. Lamparska*

*Undergraduate and Graduate Course Offerings***RL 403 Introduction to Linguistics for Students of French (Fall: 3)  
Conducted in French**

This course is designed to allow students of French literature to investigate the basic theories and practices of modern linguistics. After using Saussure's seminal *Cours de linguistique générale* as our introduction, we will survey and apply the basic techniques of linguistic analysis to the study of the French language, from the levels of sound to the sentence. In the final section of the course we will see how the linguistic model has been used to explain the structure and meaning in cultural and literary discourse.

*Stephen Bold*

**RL 413 Violence: Medieval French Responses (Spring: 3)  
Conducted in French.**

This course asks students to look at one of the perennials of human experience to explore the relationship between violence and human nature in the context of medieval French culture. What can the Middle Ages teach us today about violence then and now? How does art interact with and transform violence? A selection of texts will include a variety of genres: romance (*Le Conte du Graal, Yvain*); chansons de geste (*Roland, Raoul de Cambrai, Charroi de Nîmes*); animal fables (*Renart; Marie de France*); theater (*Jeu d'Adam*); poetry (*Villon, Le Testament*).

*Matilda Bruckner*

**RL 427 Studies in Rabelais and Montaigne (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Conducted in French.**

We will be reading selected works of the two great prose writers of the French Renaissance: Rabelais' *Pantagruel* and Montaigne's *Essais*. Some critical writing on these authors will also be considered, including essays by Bakhtine, Auerbach and Starobinski.

*Joseph Breines*

**RL 431 Classicism in 17th-Century French Literature (Spring: 3)  
Conducted in French.**

This course offers an advanced introduction to the literature of France's classical age. We will conduct a close reading of some of the century's greatest works by its greatest writers (Corneille, Descartes, Racine, Pascal, Lafayette, et al.) and covering the major genres (tragedy comedy, philosophical essay, novel). Along the way we will come to understand better the meaning of Classicism in French literature, the complex and delicate doctrine of *simplicité* that tries to capture light not in a bottle but in a text.

*Stephen Bold*

**RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (Spring: 3)****Conducted in French.**

Through its study of Romanticism, Realism, and Naturalism in the French drama of the nineteenth century, this course will show how Romantic passion is progressively subverted and defeated as the materialistic values of a bourgeois society successfully combat it, finally substituting for the Romantic hero the unscrupulous businessman. Students will read Hugo's *Préface de Cromwell*, *Hernani* and *Ruy Blas*; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; *La Dame aux Camélias* by Dumas fils; Becque's *Les Corbeaux*; and Rostand's *Cyano de Bergerac*.

*Norman Araujo*

**RL 460 Poetry in Prose (Spring: 3)****Conducted in French.**

This course explores the nature and meaning of prose poetry in French from the eighteenth through the twentieth centuries. It begins with the necessary question of definition, asking whether there exists any objective criteria for making distinctions between prose and poetry. A first emphasis on the act of writing will subsequently lead to a consideration of the way reading and interpretation intervene in any determination of form. Readings focus on the way prose poetry tends to arise where reflection upon nature, the city, intersubjective consciousness, and language itself becomes particularly acute. Authors include Rousseau, Nerval, Baudelaire, Mallarmé, Michaux, and Ponge.

*Kevin Newmark*

**RL 464 Existentialism from A to Z (Fall: 3)****Conducted in French.**

This course will examine some of the fundamental literary, philosophical, and historical components of French Existentialism. It will examine the way that the major writers of this movement in twentieth-century thought developed their ideas against the backdrop of Surrealism in literature, existential phenomenology in philosophy, and the historical upheavals of World War II. Of primary concern will be the manner in which the themes, concepts, and experiences of Meaninglessness, Engagement, Occupation, Resistance, and Liberation are confronted and rearticulated in the texts considered. Authors will include: Sartre, Camus, Malraux, de Beauvoir, Duras, Ponge, Blanchot.

*Kevin Newmark*

**RL 499 College Teaching of Foreign Languages (Fall: 1)****Conducted in English.**

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction. Students will also learn about groups at BC that provide assistance to students.

*Debbie Rusch*

**RL 597 Foreign Language Pedagogy (Fall: 3)****Cross listed with ED 303 Secondary and Middle School Language Methods****Conducted in English.**

Fulfills the Massachusetts certification requirements in Secondary Methods.

Hispanic Studies major or minor elective.

Elective for Perspectives on Spanish America Major.

This course is particularly recommended for students who are planning to teach a foreign language and fulfills the Massachusetts certification requirements in Secondary Methods.

*Kathy Lee*

**RL 806 Il Romanzo di Italo Calvino (Spring: 3)****Conducted in Italian.**

Undergraduates may enroll with permission of the instructor.

A study of Calvino's major works from the perspective that "there are things that only literature can give us, by means specific to it." Issues as "certain values, qualities, or peculiarities of literature," "Written and Unwritten World," *la metaletteratura nel racconto, l'arte combinatoria, la logica della potenzialità* will be discussed in-depth.

*Rena A. Lamparska*

**RL 850 The Plague in Italy: From Boccaccio to Manzoni**  
(Spring: 3)

Conducted in Italian.

Undergraduates may enroll with permission of the instructor.

An exploration of Italian literature and culture, from the fourteenth to seventeenth centuries, from the perspective of the bubonic plague, the disastrous medical scourge that struck the peninsula every generation from the Late Middle Ages through the Renaissance and Baroque periods. Literary sources will be supplemented by contemporary scientific treatises, religious tracts, and social-historical chronicles, as well as by documentation offered by the visual arts.

*Franco Mormando*

**Graduate Course Offerings**

**RL 065 Intensive Reading in French (Summer: 1)**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts & Sciences.

*Ourida Mostefai*

*Stephen Bold*

**RL 752 Mirror or Mirage in the Realistic Novel? (Fall: 3)**

Conducted in French.

This course traces the evolution of the realistic novel in the nineteenth century, endeavoring to determine what realism meant for each of the novelists studied, what devices were selected to represent it in a work of fiction, and how much success was achieved in this representation. This success will be appreciated in the broader framework of inquiry as to the novel's ability, as a literary genre, to accommodate realism. Students will read Stendhal's *Le Rouge et le Noir* and *La Chartreuse de Parme*; Balzac's *Le Pere Goriot* and *La Cousine Bette*; Flaubert's *Madame Bovary* and *L'Education sentimentale*.

*Norman Araujo*

**RL 799 Readings and Research (Fall/Spring: 3)**

*The Department*

**RL 807 Tasso and His World (Fall: 3)**

Conducted in Italian.

Undergraduates may enroll with permission of the instructor.

The course explores Tasso's *Gerusalemme liberata* in the context of late sixteenth-century Italy, when the Church sought to extend its moral authority. Turks threatened invasion, Protestantism was severing nations from the Church's body, and the known world was expanding rapidly. Tasso, master of sensual poetry, portrays Christian soldiers gradually becoming aware of their egocentric lust for sex and glory and repenting, to find their way back to a society governed by obedience and Truth. Readings will include Tasso's writings on aesthetics, excerpts from his *Gerusalemme conquistata*, and works on politics, religion, and exploration.

*Laurie Shepard*

**RL 821 I Ritratti Femminili Nella Letteratura Italiana (Fall: 3)**

Conducted in Italian.

Undergraduates may enroll with permission of the instructor.

We will examine various portrayals of women as represented in modern and contemporary Italian literature from Giovanni Verga to Franca Rame by male and female authors, and will discuss these representations in relation to the place and role of woman in the changing social landscape. Special attention will be brought to the question of freedom, love, women position in the family and in the society. We will focus on such questions as: What tradition did the authors write within and against? Can we distinguish between points of view in depiction of women protagonists by male and female authors?

*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 works 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.

*Harry L. Rosser*

**RL 901 Advanced Textual Analysis in Spanish (Fall: 3)**

Conducted in Spanish.

Required of 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 confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Irene Mizrahi*

**RL 902 Master Exit (Spring: 1)**

Master Exit is for first-year M.A. candidates and is offered every spring. It is a 1-credit, optional commitment to preparing for one's M.A. exams while completing the program itself. The course, which meets ten times during the spring semester, prepares students to pass their exams in May of their second year. The seminar includes study methodologies, overviews of the major periods of Hispanic literature and culture, skill-building for oral and written performance, mock exams. Students enrolling in Master Exit should take two seminars that semester (three in the fall).

*Elizabeth Rhodes*

**RL 905 History of the Spanish Language (Spring: 3)**

Conducted in Spanish

Required for Ph.D. in Hispanic Studies

This course focuses on the evolution of medieval Spanish from Latin. Although primary attention will be given to the period from 1000 to 1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin.

*Dwayne E. Carpenter*

**RL 911 Alfonso, el Sabio (Fall: 3)**

Conducted in Spanish.

Strong reading skills in Spanish required.

An examination of the entire range of literary, legal, historical, and scientific works attributed to Alfonso. Considerable attention will be devoted to the historical and cultural context in which they were produced. Although designed for graduate students, undergraduates with superior preparation may be admitted.

*Dwayne E. Carpenter*

**RL 931 Cervantes and the Foundation of Hispanic Narrative**  
(Fall: 3)

Conducted in Spanish.

This seminar studies *Don Quijote* as the master script of Hispanic narrative, focusing on the innovative narrative strategies of Cervantes which were most useful to future authors. Works by other authors, such as Galdós and García Márquez, will be included. Students are encouraged to have read *Don Quijote* before the seminar if possible.

*Elizabeth Rhodes*

**RL 963 Spanish Women Writers Since 1980 (Spring: 3)**

Conducted in Spanish.

An in-depth study of texts written by women in Spain over the last 20 years. The short stories, theater plays, novels, poems and essays we will discuss deal with critical issues of contemporary Spanish society and with its complex dynamics of class, race, and gender.

*Irene Mizrahi*

**RL 976 Writers and Critics: 19th Century Spanish American Prose (Fall: 3)**

Conducted in Spanish.

This course will examine the aesthetic and political debates surrounding the novels, short stories and travel prose in Spanish American authors of the early Romantic period. Special attention will be given to writers in Cuba and Mexico, including Gómez de Avellaneda, Manzano, Tanco y Bosmeniel, Villaverde, de Palma, Merlin, Prieto, Rodríguez Galván, Payno.

*Sarah H. Beckjord*

**RL 981 Finding Identity/Founding Nationhood in Latin America through Writing and Painting (Spring: 3)**

Conducted in Spanish.

Study of representative late 19th to mid-20th century novelists and painters, considering historical context, socio-political circumstances and aesthetic movements that influenced them. Focus on texts, paintings and techniques used for integrating history into art and art into history. Selection from such writers as Jorge Isaacs, José Eustacio Rivera, Gertrudis Gómez de Avellaneda, Mariano Azuela, Rómulo Gallegos, Arturo Uslar Pietri, María Luisa Bombal, Eduardo Barrios, Ricardo Güiraldes, and such artists as Orozco, Rivera, Siqueiros, Frida Kahlo, José Luis Cuevas, Wilfrido Lam, Amelia Peláez, José Sabogal, Fernando de Szyszlo, Fenando Botero, Sarah Grilo, José Antonio Fernández Muro, and Nemesio Antónex.

*Harry L. Rosser*

**RL 998 Doctoral Comprehensive (Fall/Spring: 0)**

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*Harry L. Rosser*

**RL 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Harry L. Rosser*

## Slavic and Eastern Languages

### Faculty

**Lawrence G. Jones**, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

**Michael J. Connolly**, *Associate Professor*; A.B., Boston College; Ph.D., Harvard University

**Maxim D. Shrayer**, *Associate Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Cynthia Simmons**, *Associate Professor*; Chairperson of the Department; 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

### 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*, *Russian*, and East European Studies.

### Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, in Russian, and in Slavic Studies, as well as minor programs 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, posted at <http://fmwww.bc.edu/SL/KP-RS.html> and <http://fmwww.bc.edu/SL/KP-SL.html>.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Students fulfilling the undergraduate Core requirement in *Literature* should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

### Major in Linguistics

The focus of the linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Typical areas of emphasis include philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition. A major in Linguistics prepares students for a wide array of careers including education, law, publishing, speech pathology, government service, and computer science.

- SL 311 General Linguistics
- SL 344 Syntax and Semantics

- SL 367 Language and Language Types
- Two courses of a philological nature on the detailed structure of a language; see listing of courses at <http://fmwww.bc.edu/SL/KP-LG.html>
- Five additional courses drawn from Departmental offerings, supplemented by approved language-related courses in other departments

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Japanese, Korean, Hebrew—all of which are taught within the Slavic and Eastern Languages Department). Students who wish to pursue Departmental Honors must register in their final semester for SL 401 AB Comprehensive: Linguistics.

The College of Arts and Sciences also offers an undergraduate minor in Cognitive Sciences, which 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.

Requirements for Majors in Russian are as follows:

#### Track 1. Russian Language and Literature (Revised, 10 courses)

- 3 courses in Russian grammar, composition and stylistics beyond the intermediate level
- 3 courses in Russian literature, including one pre-20th century and one post-19th century
- 1 course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- 3 electives in Russian literature or advanced Russian linguistics (list of approved courses posted at Department website)

#### Track 2. Russian Culture and Civilization (10 courses)

- 1 course in Russian Civilization
- 2 courses in Russian beyond the intermediate level
- 2 courses in Russian literature
- 5 electives from Slavic offerings, of which at least 3 must be in Russian literature or culture or social sciences

The Department also recommends at least two courses from related areas in other departments; e.g., in Russian history, art, political science, economics, philosophy, 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:

- 2 courses in a Slavic language at or above the intermediate level
- 1 course in Slavic civilizations
- 2 courses in a Slavic literature
- 2 courses in Slavic history or social sciences
- 3 electives in general Slavic studies

### Minor in Asian Studies

This interdisciplinary minor requires:

- 1 introductory course, usually Far Eastern Civilizations (SL 263)
- 1 course in Asian history or political structure or diplomacy
- 2 courses in an Asian language beyond the elementary level
- 2 approved elective courses in Asian Studies from related areas such as: Art History, Philosophy, Theology, Political Science, literature or a second Asian language. One of these electives may be a directed senior research paper on an approved topic.

### Minor in East European Studies

- 1 introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- 1 additional course in Russian or East European history or politics
- 2 courses in Russian or another East European language at or above the intermediate level
- 2 approved elective courses from related areas such as: Art History, Economics, Film Studies, literature or language, Philosophy, Theology. One of these electives may be a directed senior research paper on an approved topic.

### Minor in Russian (pending EPC approval)

- 2 courses in Russian at or above the intermediate level
- 2 courses in Russian literature; one pre-20th century and one post-19th century
- 2 courses in Russian literature or linguistics

### 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 (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

### Information for Study Abroad

The Slavic and Eastern Languages department requires, in general, at least 2 years of language study, in addition to coursework (tailored to the individual student's program of study) which would provide cultural orientation. Since the department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

The department oversees a program in St. Petersburg at the *Institut russkoj literatury* of the Russian Academy of Sciences, which is of particular interest to Russian and Slavic Studies majors. Students are channeled through the staff of the Dostoevsky Museum, whose faculty then arranges other courses, if necessary, through a network of scholars in other fields. Students majoring in Linguistics may profit from any number of study abroad opportunities, depending on whatever specific language(s) they elect to focus on. Students majoring in Asian Studies have participated to great advantage in a variety of different study abroad opportunities located in Japan, The People's Republic of China, The Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages majors should obtain department course approval before going abroad. For the St. Petersburg program, students should meet with Prof. M.J. Connolly. For other programs, see Director of Undergraduate Studies (also M.J. Connolly) or Cynthia Simmons, Chairperson. In all cases, students should consult with the relevant faculty members, depending on their language and area expertise

(e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

### Graduate Program Description

#### Program Overview

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education.

Each semester the department offers a program of high-level graduate courses in St. Petersburg 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 *Linguistics*, a program that stresses structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

*Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. 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 Elementary Russian Conversation I

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.

*Elena Lapitsky*

#### SL 009 Elementary Chinese I (Fall: 4)

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work required. This course continues in second semester as SL 010.

*Xu Zhang*

#### SL 010 Elementary Chinese II (Spring: 4)

*Prerequisite:* SL 009 or equivalent

The second semester of 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 practice and language laboratory work required.

*Xu Zhang*

#### SL 013-014 Elementary Russian Conversation I and II (Fall/Spring: 0)

*Corequisite:* SL 003-004

All students registered in SL 003 Elementary Russian I must also choose one section of this corequisite drill.

*Nadja Berkovitch*

**SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)**

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. This course continues in second semester as SL 024.

*Kazuko Oliver*

**SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)**

An introduction to the study of Modern Korean. The course develops the four fundamental skills: 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.

*Hyang-sook Yoon*

**SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)**

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and with other Slavic languages. The course provides a basis for further work in translation and composition and continues in second semester as SL 036.

*Mariela Dakova*

**SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)**

*Prerequisite:* SL 036 or equivalent

**Completion of this course satisfies the undergraduate language-proficiency requirement**

**Offered Biennially**

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles. Continues in second semester as SL 046.

*Mariela Dakova*

**SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)**

*Prerequisite:* SL 004 or equivalent

*Corequisite:* SL 055

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts. Continues in second semester as SL 052.

*Elena Lapitsky*

**SL 055-056 Intermediate Russian Conversation I and II (Fall/Spring: 0)**

*Corequisite:* SL 051

All students registered in SL 051 Intermediate Russian I must also choose a section of this corequisite drill.

*Nadja Berkovitch*

**SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 010 or equivalent

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. Continues in second semester as SL 062.

*Ying Hu*

**SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 024 or equivalent

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. Continues in second semester as SL 064.

*Makoto Takenaka*

**SL 075-076 Continuing Korean I and II (Fall/Spring: 3)**

*Prerequisite:* SL 032 or equivalent

**Conducted mostly in Korean**

**Completion of this course satisfies the undergraduate language-proficiency requirement**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

*Hyang-sook Yoon*

**SL 081-082 Continuing Hebrew I and II (Fall/Spring: 3)**

*Prerequisite:* SL 037

**Cross listed with TH 081-082**

A study of the Hebrew language. The Hebrew alphabet, printed and script, and the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts.

*Zehava Carpenter*

**SL 084 Literatures of the World (Fall/Spring: 3)**

**Cross listed with EN 084**

**Satisfies Literature Core Requirement**

**Conducted Entirely in English**

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 118 Essentials of English Composition (For Foreign Students) (Fall: 3)**

**Cross listed with EN 118**

**Exclusively for students whose native language is not English**  
**Enrollment by placement test only**

Extensive practice in the writing and editing of academic prose. Emphasis on sentence structure and paragraph development as well as on the rhetorical strategies used in academic essays. Review of selected topics in English grammar. This course prepares foreign students for Core-level English writing and literature courses.

*Susan McEwen*

**SL 119 The Craft of Writing (For Foreign Students) (Fall/Spring: 3)**

**Cross listed with EN 119**

**Satisfies Writing Core Requirement**

**Exclusively for students whose native language is not English**  
**Enrollment by placement test only**

Further practice in the writing of academic essays and exposure to English rhetoric, with emphasis on written analysis and the logical support of ideas. Attention to skills such as paraphrase, summary, critical synthesis, and documentation. Practical experience in the writing of examination essays.

*Susan McEwen*

**SL 120 The Study of Literature (For Foreign Students) (Spring: 3)**

**Cross listed with EN 120**

**Satisfies Literature Core Requirement**

**Exclusively for students whose native language is not English**  
**Enrollment by placement test only**

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a *precis* of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.

*Susan McEwen*

*Margaret Thomas*

**SL 157-158 Praktika russkoj rechi I and II (Fall/Spring: 3)***Prerequisite:* SL 052 equivalent**Conducted in Russian****Completion of this course satisfies the undergraduate language proficiency requirement**

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition. This course continues in second semester as SL 158.

*Cynthia Simmons***SL 167-168 Nihon no kokoro I and II (Fall/Spring: 3)***Prerequisite:* SL 064 or equivalent**Conducted in Japanese**

A special practicum in Japanese which takes post-intermediate students to the “heart” of Japanese language and culture. Honorifics and conjugation patterns; dialects, *kanji*, and “untranslatable” expressions. Reading literature, including poetry and folk tales; catching the essence of a newspaper article. Understanding videos, *anime*, and popular culture. Business vocabularies and situations; interviews; auditions; resumes. Official letters; greetings; forms of courtesy. Continues in second semester as SL 168.

*Makoto Takenaka***SL 221 The Language of Liturgy (Fall: 3)****Cross listed with TH 198/HP 258**

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments, and appointments). Principal focus on Roman, Anglican, and Eastern Orthodox liturgies.

*M.J. Connolly***SL 222 Classics of Russian Literature (in translation) (Fall: 3)****Conducted entirely in English****Offered Biennially**

A survey of selected major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution, with emphasis on the nineteenth century and works by Pushkin, Gogol, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shroyer**Cynthia Simmons***SL 231 Slavic Civilizations (Fall: 3)**

A survey of various parameters of cultural identity (folklore, religion, language, arts) among the Slavic peoples, from their early shared history and culture, through the Slavic diaspora, to the current interconnectedness of the Slavs of Central, Eastern, and Southeastern Europe.

*Mariela Dakova**Cynthia Simmons***SL 232 Literature of the Other Europe (in translation) (Spring: 3)****Cross listed with EN 229****All readings in English translation****Offered Biennially**

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Eastern Europe. A study of the often-shared themes of frontier, identity, exile, and apocalypse in the works of selected leading writers such as Andric, Ugresic, Szymborska, Gombrowicz, Hrabal, Kundera, and Stanev.

*Cynthia Simmons**Mariela Dakova***SL 262 Gods and Heroes in Far Eastern Literatures (in translation) (Spring: 3)****All readings in English translation**

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.

*Zhuqing Li***SL 263 Far Eastern Civilizations (Fall: 3)****Required for Asian Studies minors****All readings in English translation****Satisfies Cultural Diversity Core requirement**

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from history and politics, social structures and economy, philosophy and religion, language and literature, and to some extent, art and archaeology.

*Zhuqing Li***SL 279 Language and Ethnicity (Spring: 3)****Cross listed with EN 123/SC 275****Satisfies Cultural Diversity Core Requirement****Offered Biennially**

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and US language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas***SL 281 Linguistics and Communication (Spring: 3)****Cross listed with CO 270**

Language and its analogues as the principal envelope for communication; the enrichment of the study of communication through an awareness of the theoretical and practical tenets developed in linguistics, the science of language. Communication considered from the insights of classical philosophy (Aristotle and medieval philosophy), of communication theory (digital and analog codes, signal analysis, the physics of speech), and especially from modern linguistics, semiotics, and cognitive science. Language in advertising, writing systems, word and parable in religion, animal communications, and forensic linguistics. Intended primarily for undergraduate majors in Communication.

*M.J. Connolly***SL 288 Literature and Revolution (Spring: 3)****All classes and readings are in English.**

The course explores the making of Soviet culture in the 1920s as a desperate attempt on the part of artists to balance aesthetics and ideology. The readings include works by the famous early Soviet writers Babel, Bagritskii, Gladkov, Fadeev and Platonov.

*Maxim D. Shroyer***SL 388 Senior Honors Project (Fall: 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 400 AB Comprehensive: Russian (Fall/Spring: 1)**

Required for senior majors in Russian

*Maxim D. Shrayer*

**SL 401 AB Comprehensive: Linguistics (Fall/Spring: 1)**

Required for senior majors in Linguistics

*Michael Connolly*

*Margaret Thomas*

**SL 402 AB Comprehensive: Slavic Studies (Fall/Spring: 1)**

Required for senior majors in Slavic Studies

*Cynthia Simmons*

**Undergraduate and Graduate Course Offerings**

**SL 306 Approaches to Russian Literature (Fall: 3)**

Cross listed with EN 250

For undergraduates and non-Slavic graduate students. All readings are in English translation.

Offered Biennially

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.

*Cynthia Simmons*

**SL 311 General Linguistics (Fall: 3)**

Cross listed with EN 527

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly*

**SL 317 Old Russian (Fall: 3)**

*Prerequisite:* Prior study of a Slavic language or of Greek highly recommended

Offered Biennially

An intensive study of the grammar and philology of Old Russian and early East Slavic. Readings in Russian secular and religious texts from the Kievan periods through the seventeenth century and Russian Church Slavonic as a liturgical language.

*M.J. Connolly*

**SL 323 The Linguistic Structure of English (Fall: 3)**

Cross listed with EN 121

Offered Biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

*Margaret Thomas*

**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 342 Seminar in Russian Poetry (Fall/Spring: 3)**

All texts read in Russian

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets.

*Lawrence G. Jones*

*Maxim D. Shrayer*

**SL 344 Syntax and Semantics (Spring: 3)**

Cross listed with EN 392

Offered Biennially

An introduction to the concepts and operations of modern generative grammar and related models, and linguistic theories of meaning.

*Margaret Thomas*

*M. J. Connolly*

**SL 349 Advanced Russian Writing and Translation (Spring: 3)**

*Prerequisite:* SL 227 or equivalent

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 361 Psycholinguistics (Fall: 3)**

*Prerequisite:* Some background in Linguistics or Psychology recommended

Cross listed with PS 261

Offered Biennially

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.

*Margaret Thomas*

**SL 384 Christian Latin (Spring: 3)**

*Prerequisite:* Rudiments of Latin grammar

Cross listed with CL 384

Offered Biennially

A careful reading, linguistic analysis, and philological appreciation of selected and characteristic medieval Latin texts from the Vulgate and Augustine up through the Counter-reformation. Examination of a wide variety of genres, including liturgical, biblical, poetic, theological, and devotional literature, as well as ecclesiastical documents, and sorties into secular documents, as well as into earlier Latin (Itala, inscriptions and fragments) and into Neolatin. Admission to the course requires the rudiments of Latin grammar (basic declensions and conjugations) as one might assume from the equivalent of at least either one semester of college-level Latin or a year of high-school Latin.

*M.J. Connolly*

**Graduate Course Offerings**

**SL 523 Russkaja literatura XX-go veka: Seminar (Fall: 3)**

Conducted entirely in Russian

Offered Triennially

Close readings of selected literary works that have not received sufficient attention in Western Slavic scholarship.

*Maxim D. Shrayer*

*Cynthia Simmons*

**SL 888 Interim Study (Fall/Spring: 0)**

*The Department*

## Sociology

### Faculty

**Severyn T. Bruyn**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

**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., The Catholic University of America; M.A., Ph.D., Ohio State University

**Catherine Kohler Riessman**, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

**Juliet B. Schor**, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

**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

**Robert Kunovitch**, *Assistant Professor*; B.A., Miami University; M.A., Ohio State University

**Kerry Rockquemore**, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., University of Notre Dame

### Departmental Notes

- Administrative Secretary: Jessica Bickley, 617-552-8412, jessica.bickley@bc.edu
- World Wide Web: <http://www.bc.edu/sociology>
- E-mail address is as follows: 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 this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 097 are part of the Core.

These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements and inequalities in the areas of race, class and gender.

### Core Offerings

For non-majors, courses in the range SC 001 through SC 097 satisfy the Social Science Core requirement.

### Major Requirements

Sociology majors are required to take a minimum of ten courses for a total of thirty credits.

Either Introductory Sociology (SC 001) or preferably the Introductory Sociology section designated specifically for Sociology Majors.

Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. 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).

### Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.3 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester or senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

### Information for First Year Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of thirty credits. SC 001 Introductory Sociology is required for majors.

For non-majors, courses from SC 001 through SC 097 provide Social Science Core credit.

### Information for Study Abroad

Although the Sociology department designates no particular prerequisites, the department strongly recommends that students have completed at least 5 courses in Sociology, including all of the required courses (Statistics, Methods, Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. However, the department recommends not more than 3 courses in any one semester or 5 courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program.

**Internship**

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political, social research or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where sociology majors may find employment after graduation. For details, consult professor John B. Williamson.

**Dual Master's Degree with a Sociology Major**

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

**B.A./M.A. Program Admission**

Application normally takes place early in the second semester of the junior year. The usual deadline each year is February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. These are obtained from the Graduate School of Arts and Sciences, McGuinn 221.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after 5 semesters, of at least 3.33 with at least a 3.5 GPA in Sociology courses. For details, consult the Director of Undergraduate Studies, Professor David A. Karp.

**B.A./M.S.W Program**

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult the Director of Undergraduate Studies, Professor David A. Karp.

**Graduate Program Description****Master's Program**

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate-level study toward the Ph.D.

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

*Master's Degree Requirements:* (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis and oral defense.

**Doctoral Program**

*Admissions:* The Ph.D. program is organized around the theme, "Social Economy and Social Justice: Gender, Race, and Class in a Global Context." The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in

business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above.

*Ph.D. Degree Requirements:* (1) Twenty-four credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

**M.B.A./Ph.D. Program (M.B.A./MA also offered)**

The department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

**Financial Assistance**

The department has a limited number of cash awards in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D program assured of receiving funding. Awards are made on the basis of academic performance, experience and skill, as well as department needs. Application should be made to the Department Graduate Admissions Committee.

The Sociology department's e-mail address is [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.

*David Karp*

*Ritchie Lowry*

*The Department*

**SC 003 Introductory Anthropology (Fall/Spring: 3)****Satisfies Cultural Diversity Core Requirement**

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.

*Jeanne Guillemain*

*The Department*

**SC 008 Marriage and the Family (Fall/Spring: 3)****Satisfies Social Science Core Requirement****May be taken as part of the Women's Studies Minor.**

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.

*Lynda Lytle Holmstrom*

*Kerry Ann Rockquemore*

**SC 015 Political Sociology (Fall/Spring: 3)***The Department***SC 021 The Question of Consumer Society: Shop 'Til You Drop (Spring: 3)**

This course addresses long-standing debates about consumer society: How does advertising work? Are consumers manipulated by marketing? Why are consumer choices so important in the constitution of identity? How is consumption affecting the environment? How is consumer culture going global? Special attention will be paid to the ways in which consumer culture structures division by class, gender, and race. Readings by Adorno and Horkheimer, Galbraith, Friedan, Bourdieu, Vebleu, Baudrillard, Hooks, Bordo, and others.

*Juliet B. Schor***SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from 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.

*Edward Skeffington**The Department***SC 024 Gender and Society (Fall/Spring: 3)****Satisfies Social Science Core Requirement****This can be taken as part of the Women's Studies minor.**

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

*The Department***SC 028 Love, Intimacy and Human Sexuality (Fall/Spring: 3)****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 relationships—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)****Satisfies Social Science Core Requirement****May be taken as part of the Women's Studies Minor.**

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance,

as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

*Stephen J. Pföhl**The Department***SC 038 Sociology of Education (Fall: 3)****Satisfies Social Science Core Requirement***Kerry Ann Rockquemore***SC 040 Global Sociology (Spring: 3)**

This is an introductory course to the global political-economy. The course will cover the major theoretical approaches addressing international development. We will examine their relevance to contemporary issues such as poverty, inequality, and globalization in the capitalist world-economy. The first part of the course is dedicated to an overview of the different theoretical approaches. The second part will compare the developmental processes of Southeast Asia and Latin America in relation to the development of the United States.

*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**

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered.

*Kerry Ann Rockquemore***SC 044 Global Ethnic Conflict (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

The major topics of discussion include: sources of ethnic conflict, consequences of ethnic conflict, conflict prevention and resolution, and attaining justice. We will seek answers to the following questions (and many others): what is new about violent conflict in the post-Cold War era, is nationalism always bad, do development and world capitalism generate ethnic conflicts, do ethnic nationals abroad contribute to ethnic conflict at home, and how are states limited in their ability to prevent ethnic conflict?

*Robert Kunovich***SC 046 Technology and Society (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

Today, we live in an accelerated global culture driven by dramatic technological changes, ranging from innovations in wireless communication, clonal engineering, bio-technology, e-coms and the "new economy" to streaming music, video and electronic education as well. Now, Napster, MP3, Linux, and Zero-Knowledge may be the real world of digital society. Beginning with a discussion of what is meant by "cyberculture," the course will explore a range of approaches to understanding the digital future, touching on themes related to the changed meaning of class, power, gender, sexuality, race, colonization, the body, and other key issues in technology and society.

*Ted Gaiser**The Department*

**SC 049 Social Problems (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

This course will examine the connection between popular myths, social scientific paradigms and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction and crime. We will look for the reasons why so many private/public programs 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*

*The Department*

**SC 072 Inequality in America (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*

*The Department*

**SC 076 Sociology of Popular Culture (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

In this course we will explore aspects of pop culture that frequently fall outside of the realm of conventional sociological inquiry. From music videos to comic books, the materials for the course will be the artifacts of contemporary pop culture itself. Using both classical and contemporary social and cultural theory, the goal of this course is to critically examine both the normative (social reinforcement) role pop culture plays in our society, and (believe it, or not) the "radical" potential some forms of pop culture may have.

*The Department*

**SC 078 Sociology of Health and Illness (Fall/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/Spring: 3)****Satisfies Social Science Core Requirement**

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.

*The Department*

**SC 092 Peace or War (Fall/Spring: 3)**

We analyze issues of war and peace before and after the Cold War, focusing on US wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other US conflicts. In the third part, we focus on more recent wars, including the Gulf War and "humanitarian" interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the 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)****Satisfies Social Science Core Requirement**

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.

*John B. Williamson*

**SC 133 Women, Crime and the Law (Fall/Spring: 3)**

This course explores women's experiences with crime and the law. Topics include: the combined impact of race, class, gender, and sexual orientation on the criminal justice system, women offenders, pornography, prostitution, substance abuse during pregnancy, violence against women, and women's incarceration. While focusing on women's experiences, the course encourages a dialogue between women and men about such matters as rape, domestic violence, and workplace inequality, as these affect both women and men. This course aims at providing an environment that is conducive to learning, exchanging ideas, and acquiring a sociological understanding of gendered aspects of crime and criminal justice.

*The Department*

**SC 141 Caribbean Cultures (Cross-Cultural Studies) (Spring: 3)****Cross listed with BK 141****Satisfies Cultural Diversity Core Requirement**

Students who have had a previous course on the Caribbean (e.g., BK/HS 318 or BK/HS 373) should not enroll in this introductory course unless they have the written permission of the instructor.

See course description in the History Department.

*Michael Malec*

**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 156 Sports in American Society (Fall: 3)**

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.

*Michael Malec*

**SC 200 Statistics (Fall/Spring: 3)**

**Required for 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 Malec*

*The Department*

**SC 210 Research Methods (Fall/Spring: 3)**

**Required for the Sociology major**

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method, and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

*Paul Gray*

*David Karp*

*The Department*

**SC 215 Social Theory (Fall/Spring: 3)**

**Required for the Sociology major**

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, and presented in the context of their intellectual forebears.

*Eve Spangler*

*The Department*

**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.

See course description in the Theology Department.

*Matthew Mullane*

**SC 268 The History and Development of Racism (Fall/Spring: 3)**

**Cross listed with BK 268/PL 268**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Philosophy Department.

*Horace Seldon*

**SC 279 American Labor and Civil Rights Issues (Spring: 3)**  
**Cross listed with BK 281**

See course description in the Black Studies Department.

*Christopher Nieta*

**SC 275 Language and Ethnicity (Spring: 3)**

**Cross listed with SL 279/EN 123**

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**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 305 Capstone: Doing Well and Doing Good (Spring: 3)**

Please see description in University Courses section.

*Eve Spangler*

**SC 399 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

*Prerequisite:* Permission of instructor

This is not a classroom course.

*Stephen J. Pfohl*

**SC 500 International Studies Seminar (Spring: 3)**

**Cross listed with IN 550**

See course description in the International Studies Department.

*Paul S. Gray*

**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)**

*Prerequisite:* Permission of the department

**This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.**

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of thought to be important contributions to the field, reflecting a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this "seminar" class will be the following, What are the characteristics of powerful and compelling sociological work?

*David A. Karp*

**SC 555 Senior Honors Seminar (Fall: 3)**

*Prerequisite:* Permission of the department

**Only students who have been accepted into the Sociology Honors Program should enroll.**

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

*Diane Vaughan*

**SC 556 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* Permission of the Department  
Continuation of SC 555.

*Diane Vaughan*

**Undergraduate and Graduate Course Offerings****SC 362 Language in Society (Fall: 3)**

Cross listed with EN 122/SL 362

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages Department.

*Margaret Thomas*

**SC 373 Seminar: Economic Freedom, Religious Freedom, and Justice I (Fall/Spring: 3)**

Cross listed with PO 371

For admission to this course, both undergraduate and graduate students need to write to Professor Marc Landy as to why they want to enroll in this course. This write-up needs to be accompanied by their transcripts.

See course description in the Political Science Department.

*Alan Wolfe*

*Marc Landy*

*Joseph F. Quinn*

**SC 378 Introduction to Social Work (Fall/Spring: 3)**

Cross listed with PS 600/SW 600

See course description in the Graduate School of Social Work.

*The Department*

**SC 422 Internships in Criminology I (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

*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 (Spring: 3)**

Cross listed with ED 349

See course description in the School of Education.

*Ted I. K. Youn*

**SC 491 Sociology of the Third World (Spring: 3)**

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization. Post-modern approaches are also presented. Detailed case studies are drawn from Rwanda, Afghanistan, and South Korea.

*Paul S. Gray*

*The Department*

**SC 532 Images and Power (Spring: 3)**

May be taken as part of the Women's Studies Minor.

This seminar involves an historical sociological exploration of social technologies of image-making in art, science, religion, advertising, politics and everyday life. Of particular concern is the cogni-

tive, moral and bodily power of images in relation to the cultural politics of class, race, sex and gender. Course participants are expected to engage with a wide range of critical literatures pertaining to the material and imaginary power of images and to engage in ethnographic fieldwork, resulting in a mixed-media study of the power of imagery in a particular social scene or institution.

*Stephen J. Pfohl*

**SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

Previously SC 340 and SC 341

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, to make sure that they will be available at the time the seminar will meet, and to receive the details about the course and placements.

*John B. Williamson*

**SC 543 Danger and Risk: The Politics of Bodily Harm (Fall: 3)**

From Ebola virus to bioterrorism, scenarios of death and physical danger are promoted in the American media. How can the public distinguish between actual and exaggerated risks? Three categories of threat—epidemics of infectious disease—provide the framework for analyzing how some fright scenarios become newsworthy political issues, while other hazards are downplayed or repressed, regardless of scientific evidence. In each risk category, problems and solutions are increasingly defined in a global context marked by growing economic divisions between more and less industrialized world areas and by multiple political processes for resolving differences in priorities and values.

*Jeanne Guillemin*

**SC 558 Qualitative Methods (Fall: 3)**

This is an upper level, research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, participant observation) and analysis, and writing/presenting qualitative research. This course is an Advanced Data Analysis course and provides advanced training to students in their major.

*Sharlene J. Hesse-Biber*

**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 consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

*Ritchie P. Lowry*

**SC 579 American Economic Crisis and Social Change (Fall: 3)**  
Previously listed as SC 346

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.

*Charles Derber*

**SC 650 Introduction to Social and Political 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.

*Charlie Derber*

*Juliet Schor*

**Graduate Course Offerings****SC 671 Understanding Consumer Society: Gender, Class, and Identity (Spring: 3)**

This course will examine debates about consumer society and culture, with emphasis on sociological literature. In addition to classic texts (Vebleu, Marx, Adorno and Horkheimer, Bourdieu, Baudrillard), we will consider more recent contributions (Holt, Bordo, Goldman, McRobbie). We will also consider how consumer culture structures identities, including by class, race, and identity. The latter part of the course will address particular topics such as globalization, consumer resistance, and the commercialization of childhood.

*Juliet B. Schor*

**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)****Requirement for graduate students**

This course 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 or four general statistical procedures: factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

**SC 704 Topics/Multivariate Statistics (Fall: 3)**

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC

703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include OLS regression assumptions, maximum likelihood estimation, binary and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), event history/survival analysis, and time-series analysis. We will use the following software: SPSS and SAS.

*Robert Kunovich*

**SC 705 Advanced Statistics (Spring: 3)**

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include pooled time-series analysis, structural equation modeling, and hierarchical linear modeling. We will use the following software: SPSS, SAS, AMOS, and HLM.

*Robert Kunovich*

**SC 710 Survey of Research Methods (Fall: 3)****This is a required course for graduate students.**

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

*Paul Gray*

**SC 715 Classical Social Theory (Fall: 3)****Required for graduate students**

Focusing on the work of Marx, Durkheim and Weber, the course traces the philosophic, intellectual and social history of the ideas, themes, concepts and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Paul Schervish*

**SC 716 Contemporary Social Theory (Spring: 3)****Required for graduate students**

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

*Stephen J. Pfohl*

**SC 728 Inequalities in Health Care (Spring: 3)**

Inequalities in health insurance, in access to health care and in medical treatment, are historically characteristic of the United States system. This course considers how social class, race, gender, age, and disabilities have affected the health status and medical care available to Americans. Strategies and policies for promoting equity, including cross-national comparisons, will be reviewed.

*Jeanne Guillemin*



**SC 751 Quest for Social Justice (Fall: 3)**

SEJ Program course. Focuses on state of economic and social justice in the US today, and health and vision of social/political forces mobilizing to achieve justice. First part of course reviews economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. Second part of course examines political and social movements that have arisen to challenge economic and social arrangements; new structuring of these movements around race, gender, and other identity politics; and rise of new types of class politics oriented to achieving a more just society.

*William A. Gamson*

**SC 799 Readings and Research (Fall/Spring: 3)**

Independent research on a topic mutually agreed upon by the student and the Professor. Professor's written consent must be obtained prior to registration.

*The Department*

**SC 801 Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*The Department*

**SC 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**SC 900 Teaching Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 901 Research Apprenticeship (Fall/Spring: 3)**

By arrangement.

*The Department*

**SC 998 Doctoral Comprehensive (Fall/Spring: 0)**

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**SC 999 Doctoral Continuation (Fall/Spring: 0)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Theatre**

**Faculty**

**Scott Cummings**, *Associate Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

**Stuart J. Hecht**, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**John H. Houchin**, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

**Crystal Tiala**, *Assistant Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

**Luke Jorgensen**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D. (cand.), Tufts University

**Departmental Notes**

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, 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)

**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 and Secondary Education 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 in the Office(s) of the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information please contact Dr. Stuart J. Hecht.

**Information for First Year Majors and Non-Majors****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.

**Information for Study Abroad**

The department wants to make sure that students are able to complete the required curriculum in time for graduation. It also wants to make sure that theatre students take required courses in the appropriate order and build the knowledge and skills necessary to act, direct, write or design a meaningful project in their senior year at Boston College. Students must have completed the six (6) departmental foundation classes (Dramatic Structure and Theatrical Processes, Theatre History I and II, Acting I, Elements of Theatrical Production I and II) and also have complete three of their six theatre production labs. Students are also expected to meet with their departmental advisor well in advance to map out their senior year coursework, to make sure that the going abroad is advisable. Theatre students are limited to one semester of study abroad.

Either one elective or one of the upper-level dramatic literature or history classes may be taken abroad, provided that the latter matches up to a comparable course already offered in the Theatre Department. The department must approve the upper level equivalent before a student goes abroad.

Most programs approved by Boston College are acceptable, though the student may be wise to meet with his or her advisor to discuss options on an individual basis. Students are encouraged to explore a range of options when considering study abroad, including participation in a summer program, such as the Abbey Theatre program jointly sponsored by the Theatre Department and Irish Studies. Stuart Hecht, Department Chairperson, is the Department's Study Abroad Advisor and contact for course approval.

**Undergraduate Course Offerings**

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

**CT 060 Introduction to Theatre (Fall/Spring: 3)**

A survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experi-

ence. 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.

*The Department*

**CT 062 Dramatic Structure and Theatrical Process (Fall: 3)****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)**

*Prerequisite:* CT 060 Introduction to Theatre OR CT 062 Dramatic Structure and Theatrical Processes

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*

*The Department*

**CT 110 Beginning Ballet I (Fall: 3)**

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

**CT 111 Beginning Ballet II (Spring: 3)**

*Prerequisite:* Permission of instructor

This course, a continuation of Beginning Ballet I, is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will increase their ballet vocabulary and their understanding of the historical background of ballet. In addition, there will be readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

**CT 140 Elements of Theater Production I (Spring: 3)**

*Corequisite:* CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for

the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary.

*Sheppard Barnett*  
*Crystal Tiala*

**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.

*Crystal Tiala*

**CT 145 Theater Production Laboratory I (Fall/Spring: 1)**

*Corequisite:* 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.

*Crystal Tiala*

**CT 150 Theatre Production Laboratory II (Fall/Spring: 2)**

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

*Crystal Tiala*

**CT 201 Acting II: Characterization (Spring: 3)**

*Prerequisite:* CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101 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.

*Luke Jorgensen*

**CT 202 Acting Techniques I (Fall: 3)**

*Prerequisite:* CT 060 Introduction to Theatre OR CT 062 Dramatic Structure and Theatrical Processes

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 (Fall: 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 206 Dance for Musicals I (Spring: 3)**

Designed to improve the dancing ability and knowledge of both beginning and experienced musical theatre students. The course introduces three dance techniques most often used in musical theatre: Modern, Tap and Jazz. Students will study the work of great musical choreographers such as Fosse, Robbins and Bennett, as well as Limon, Graham, Hines, and Giordano. Students will learn choreographic history, dance styles, and terminology. Classes include body warm-up, stretch and flexibility combinations, movement progressions, and choreographed dance routines. Both a written and performance final will be given. A specific dress code is required.

*Kenda Newbury*

**CT 211 Intermediate Ballet II (Spring: 3)**

*Prerequisite:* CT 210 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 Intermediate Ballet I. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

*Margot Parsons*

**CT 215 Dance: An Invitation to the Sacred (Spring: 3)**

This course explores the sacred place of the body in prayer and worship in the contemporary experience. It includes 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 experience. It includes 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' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

*Pamela Newton*

**CT 230 Producing Performing Arts (Fall: 3)**

*Howard Enoch*

**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 to students basic techniques employed in theatrical scene painting, including research, preparation, and

execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips.

*Crystal Tiala*

**CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)**

**This class is recommended to anyone interested in Education, and is designed especially for those who want to work with students pre-K through 12.**

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, socio-dramatic play, improvisation, and story dramatization. Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama. 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*

**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)**

**Cross listed with EN 241**

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, and either Acting Techniques or Stage Movement

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analy-

sis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

*The Department*

**CT 306 Dance for Musicals II (Fall: 3)**

Designed to elaborate upon knowledge and skills learned in Part I, expanding techniques in Modern, Tap and Jazz. Students will learn repertoire from "42nd Street," "American in Paris" and others. Individual attention will be given to perceive technical and artistic aspects of dance in musicals. Students will continue studies of influential choreographers, including Tharp, Cole, Morris, Taylor and Kidd. Students will develop dance audition techniques. Each class includes body warm-up, stretch and flexibility combinations, movement progressions and choreographed routines. Both a written and performance final will be given. A specific dress code is required.

*Kenda Newbury*

**CT 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 321 Choreography: Composition and Movement (Spring: 3)**

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. This class encourages the exploration of the rhythms, images and conflicts of the 1990s.

*Pamela Newton*

**CT 352 Stage Design I (Spring: 3)**

See course description in the Fine Arts Department.

*Crystal Tiala*

**CT 365 Modern Theatre and Drama (Spring: 3)**

**Cross listed with EN 240**

In one sense, the purpose of this class is to review the development of modern drama from its roots in Ibsen through to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas. In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements.

*Scott T. Cummings*

**CT 367 American Musical Theatre (Fall: 3)**

An examination of the development of the American musical, from its roots through its 19th century inception and on to the present. We will trace the evolution of this theatrical form through study of its leading creative artists and productions, with special emphasis placed upon the careers and contributions of its leading composers and performers.

This will include the work of George M. Cohan, Irving Berlin, George Gershwin, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and Andrew Lloyd Webber.

*Stuart J. Hecht*

**CT 385 Playwriting II (Spring: 3)**

*Prerequisite:* CT 285/EN 241 and permission of instructor

**Cross listed with EN 248**

This writing-intensive course extends the work initiated in Playwriting I. Students are expected to complete a fully scripted long play, one that demonstrates a firm command of practical dramaturgy, character development, and theatrical narrative. In some instances, staged readings will be arranged in order to test a script under performance conditions. Although the emphasis of the course is placed on student writing, readings and lectures will introduce basic aspects of dramatic theory and current developments in performance practice will be discussed.

*Scott T. Cummings*

**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. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

**CT 432 Directing Lab I (Fall: 3)**

*Corequisite:* CT 430

To be taken in conjunction with CT 430 Directing I. This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

*Stuart J. Hecht*

**CT 433 Directing Lab II (Spring: 3)**

*Corequisite:* CT 431

To be taken in conjunction with CT 431 Directing II. This course is a continuation of CT 432 and functions in much the same way though 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 to major.)

*The Department*

**CT 464 American Popular Entertainment—1900-2000 (Fall: 3)**

*John Houchin*

**CT 530 Theatre Practicum in Directing (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a Senior project in which a limited number of students direct a Departmental Workshop production, contingent upon the

acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

*Stuart J. Hecht*

**CT 540 Theatre Practicum in Design (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.

*Crystal Tiala*

**CT 550 Honors Project in Theatre (Fall/Spring: 3)**

*Prerequisite:* Permission of sponsoring instructor

A year-long project open only to senior theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

*Stuart J. Hecht*

**CT 598 Readings and Research in Theatre (Fall/Spring: 3)**

*Prerequisite:* Senior standing 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.

*Scott T. Cummings*

*Stuart J. Hecht*

*John Houchin*

*Crystal Tiala*

*Luke Jorgensen*

**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*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

**Harvey Egan, S.J.**, *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Roberto Goizueta**, *Professor*; B.A., Yale University; M.A., Ph.D., Marquette University

**Thomas H. Groome**, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

**Michael Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

**David Hollenbach, S.J.**, *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

**Matthew L. Lamb**, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

**William W. Meissner, S.J.**, *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

**John 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

**Louis P. Roy, O.P.**, *Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

**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*; 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

**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**Robert P. Imbelli**, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

**Ruth Langer**, *Associate Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

**Frederick Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**John Makransky**, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

**Bruce Morrill, S.J.**, *Associate Professor*; B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

**Stephen J. Pope**, *Associate Professor*; Chairperson of the Department; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**David Vanderhoof**, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**Thomas E. Wangler**, *Associate Professor*; B.S., LeMoyné College; M.A., Ph.D., Marquette University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Jeffrey Geoghegan**, *Assistant Professor*; B.A., University of California; M.A., Ph.D., University of California, San Diego

**Qamar-ul Huda**, *Assistant Professor*; B.A., Colgate University; M.A., Ph.D., University of California, Los Angeles

**Jane Regan**, *Assistant Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

**Thoms Beaudoin**, *Adjunct Assistant Professor*; B.A., University of Missouri; M.Th., Harvard Divinity School; Ph.D., Boston College

**Elisa Feyerherm**, *Adjunct Assistant Professor*; B.A., Earlham College; M. Div., Yale University Divinity School; Ph.D., Boston College

**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**

**John W. O'Malley**

**John Randall Sachs**

**Edward V. Vacek**

#### Departmental Notes

- Department Administrator: Mary Galvin, 617-552-8491, mary.galvin@bc.edu
- Graduate Programs Assistant: Claudette Picklesimer, 617-552-4602
- 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 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

*Twelve-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture, and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

#### Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either *The Biblical Heritage* or *The Religious Quest*. These year-long Core sequences count as two courses each.
- Either *Introduction to Christian Theology* or *Exploring Catholicism, Perspectives, Pulse*, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are

to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross disciplinary interest will guide the choice of electives.

- The Majors' Seminar, ordinarily taken in the Junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

#### Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

#### Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the thirty required to obtain the major in theology.

#### Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of

religious faith and tradition

- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

#### Information for Study Abroad

There are no formal requirements stated by the Theology department, but it is presumed that students will have completed at least one Core course before going abroad. The department will allow 6 credits or 2 courses taken abroad to count toward major credit. A maximum of 1 Core course (3 credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology department. All Theology majors should contact Stephen Pope, Chairperson, or David Vanderhooft, Director of Undergraduate Studies while planning their study abroad program.

#### 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 2-course sequence from those listed below; or (2) one 12-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. Kerry Cronin is the Director of The Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at [www.bc.edu/lonergan](http://www.bc.edu/lonergan).

#### Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of

their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

#### Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

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

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

#### M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, 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 teaching, preaching or ministry, and for those anticipating further study in the Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics, or application of the



Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature and, theology. Examinations will be both written and oral. Students may arrange to write a M.A. thesis or 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 joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. For more details, 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, 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 world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament in Hebrew, Aramaic and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The Comprehensive Exams will cover the whole Bible with emphasis on either the Old or New Testament and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

**The History of Christian Life and Thought** examines how over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying how these various forms of Christian Life and Thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors of the past, the current faculty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, and Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French, unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may be required depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we

emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

For all the areas, at least two language examinations are required. These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Areas may require more than the minimum of two languages.

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, and 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 publica-

tion 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)

Satisfies Theology Core Requirement

**You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. 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.

*John Darr*

*Jeffrey Geoghegan*

*Martha Morrison*

#### TH 016-017 Introduction to Christian Theology I and II

(Fall/Spring: 3)

Satisfies Theology Core Requirement

**You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit.**

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.

*Raymond Devettere*

*Donald Dietrich*

*Michael Himes*

*Fred Lawrence*

*The Department*

#### TH 023-024 Exploring Catholicism: Tradition and

Transformation (Fall/Spring: 3)

Satisfies Theology Core Requirement

Formerly titled Introduction to Catholicism I

**You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions.**

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

*Harvey Egan, S.J.*

*Rev. Robert Imbelli*

*Joseph Nolan*

*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).

*Zehava 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 081-082 Continuing Hebrew I and II (Fall/Spring: 3)**

*Prerequisite:* SL 037

**Cross listed with SL 081-082**

See course description in the Slavic and Eastern Languages Department.

*Zehava Carpenter*

**TH 088-089 Person and Social Responsibility (Fall/Spring: 3)**

*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 Department*

**TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 3)**

*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.

*The Department*

**TH 107 Religion in Africa (Fall: 3)**

**Cross listed with BK 120**

**Satisfies Cultural Diversity Core Requirement**

The course is designed to introduce the variety of African religious 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: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

*Aloysius M. Lugira*

**TH 108 Christianity in Africa (Spring: 3)**

**Cross listed with BK 121**

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

*Aloysius M. Lugira*

**TH 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.

*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.**

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include: symbols, myths, doctrines, rituals; holy texts; saints; comparisons and contrasts among traditions; relevance of classical religious traditions to issues in today's world; interreligious dialogue today; religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

*Catherine Cornille—Christianity and Hinduism*

*Qamar-Ul Huda—Christianity and Islam*

*Ruth Langer—Judaism and Catholicism*

*Aloysius Lugira—African Religions/Judaism/Christianity/ Islam/ Hinduism*

*John Makransky— Buddhism*

*H. John McDargh— Judaism/Buddhism*

**TH 206 Relationships: A Way to Know God (Fall/Spring: 3)**

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God 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.

*Joseph Marchese*

**TH 198 The Language of Liturgy (Fall: 3)**

Cross listed with SL 221

See course description in the Slavic and Eastern Languages Department.

*Michael Connolly***TH 211 Justice in Ancient Greece (Spring: 3)**

Cross listed with CL 210/PL 210

See course description in the Classical Studies Department.

*David Gill, S.J.***TH 223 St. Ignatius Loyola and His Legacy (Fall: 3)****This is an elective course for juniors and seniors.****Limited to 12 people**

This course will examine the religious, social and psychological factors, which helped to influence and form the life and commitments of St. Ignatius Loyola; the development of the Society of Jesus (Jesuits); and Ignatius' legacy in the contemporary Church. Reading will include *The Autobiography of St. Ignatius Loyola*, *The Spiritual Exercises*, readings from the *General Congregations of the Society of Jesus* and selected articles.

*Julio Giulietti, S.J.***TH 261 Spirituality and Sexuality (Fall: 3)****An elective course limited to senior and juniors who have already completed their Theology Core requirement.**

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. 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 283 Prophets and Peacemakers (Fall: 3)**

Formerly listed as TH 492 Prophets and Peacemakers

**Department Permission only**

This course examines significant twentieth century attempts to understand prophets and peacemakers. It strives to relate faith, spirituality, and religious convictions to issues of social, political, and economic justice. Special emphasis on compassion, human dignity, nonviolent action, the preferential option for the poor, and social transformation. Authors studied include Thomas Merton, Dorothy Day, Martin Luther King, Jr., Desmond Tutu.

*Stephen J. Pope***TH 299 Readings and Research (Fall/Spring: 3)***The Department***TH 303 Patristic Ethics (Spring: 3)****Open to Undergraduate Theology Majors and Minors only.**

This course will offer a careful treatment of selected authors and themes in the Patristic era. Authors include Tertullian, Origen, Augustine, and John Chrysostom.

*Stephen J. Pope**Margaret Schatkin***TH 310 Mentoring and Leadership Seminar (Fall: 3)***Joseph Marchese***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.

*Matthew Mullane***TH 330 Theology Majors' Seminar (Fall: 3)****Majors only**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, 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.

*Francis X. Clooney, S.J.***TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)**

Cross listed with UN 163

*Richard Nielsen***TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)**

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to

live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

*Rev. Anthony Penna*

**TH 361 Praying Our Stories (Fall/Spring: 3)**

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that happen on a retreat or at a powerful liturgy. This course will explore how God is in fact discovered primarily in the ordinary events, conversations, feelings and relationships of our daily lives. As we think about what it means to pay attention to the story of our lives, we will explore how our own stories—and the stories of others—become the means by which God is revealed in the world.

*Daniel Ponsetto*

**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.

*Melissa Kelley*

**TH 392 God and Science (Spring: 3)**

**Cross listed with PL 392**

See course description in the Philosophy Department.

*Ronald Anderson*

**TH 393 Suffering, Politics and Liberation (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**This course was formerly TH 607 Suffering, Politics & Liberation.**

Exploration of the role that religious faith plays in people's experiences and responses to the suffering caused by social injustice. Through the reading of biographical and theological texts, we shall investigate the relationship between salvation and liberation, the practice of faith and the work for justice. We shall question what people understand religion to entail—its rituals, texts, beliefs, and authority figures—as well as what people mean by politics in their various contexts. We shall study Christianity in North and South America and Europe, and examples of indigenous American religion and Islam, seeking various perspectives of race and gender.

*Bruce Morrill, S.J.*

**TH 399 Advanced Independent Research (Fall/Spring: 6)**

**Formerly known as Scholar of the College**

*The Department*

**TH 401 Senior Thesis (Fall/Spring: 3)**

*The Department*

**TH 410 One Life, Many Lives (Fall/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*

**TH 421 Religious Dimensions of the Modern Novel (Fall: 3)**

See course description in the English Department.

*Robert Barth*

**TH 489 Liberation Theology (Spring: 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 523 Telling Our Stories, Living Our Lives (Fall: 3)**

**Cross listed with UN 523**

**Formerly titled UN 501 (TH 411) Patterns of Development and Narratives of Faith**

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

*H. John McDargh*

**TH 599 Readings and Research (Fall/Spring: 3)**

*The Department*

*Undergraduate and Graduate Course Offerings*

**TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

The parties 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 and to withdraw, and has figured massively in the turbulent events in the region since that time. Course examines how, in the whole history of the conflict, the elements of ethnicity and 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 436 Using the Bible in Local Congregations (Spring: 3)**

This course is an investigation of various approaches to interpreting the Bible and the nature of biblical authority in the Catholic tradition. After contrasting diverse hermeneutical methods using the lens of Jewish-Christian relations, participants will develop theories and strategies for providing "easy access to the sacred Scriptures for all the faithful" (Dei Verbum) in congregational, pastoral, and educational settings.

*Philip Cunningham*

**TH 440 A Religious History of American Catholicism (Spring: 3)**

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional and spir-

itual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, heroic lifestyles. Primary sources, many in computer readable form as well as on paper, will be emphasized.

*Thomas E. Wangler*

**TH 445 Islamic Theology (Spring: 3)**

**Formerly offered as TH 493 Introduction to Islam**

This course is an introduction to the Islamic theology with an emphasis on the first six centuries (600-1200) of Islam. First, it concentrates on Islam's formative period with the Prophet Muhammad's missionary work and the Qur'an. Afterwards, we move forward to the tradition by focusing on the Islamic theological doctrines, beliefs, philosophical schools of thought, and the diversity of faith. This course will engage students in the evolvement of systematic theology in Islam and the major theological concepts, such as the oneness of God, Prophethood and revelation, resurrection, eschatology, worship, community, and spiritual authority.

*Qamar-Ul Huda*

**TH 448 Striving for Death: Islam Mysticism (Fall: 3)**

This course will examine Islamic mystical theology and its immense contribution to the larger tradition. Within the Sufi tradition, *tasawwuf*, there is an esoteric spirit, a heart and body, that is crucial for their spiritual path to reunite with the divine. This course studies the Sufi tradition from its inception to the fourteenth century, emphasizing the multidimensional philosophical and theological teachings in the Sufi path. We study a wide selection of Sufi sacred writings, biographies, treatises, letters, manuals for practices, poetry, and Sufi Qur'anic exegesis, all of which are pertinent for spiritual transformation.

*Qamar-Ul Huda*

**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 Jewish-Christian Learning.

*Ruth Langer*

*Philip Cunningham*

**TH 476 Development of Theology as a Scientific Discipline (Fall: 3)**

A historical study of the way the monastic reading of the Scriptures developed into the discipline of theology. The course examines the roles played by Scripture, by Patristic and Medieval authorities, and by philosophy in theological inquiry during the medieval period. The sources for this study are the translated primary texts of authors from Robert of Melun to Luther.

*Stephen F. Brown*

**TH 477 Biblical Theology: God, Covenant, and Prophecy (Spring: 3)**

This course is sponsored in part by the Jewish Chautauqua Society.

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on subjects such as God, Covenant and Prophecy. This course will focus on the religious and social factors that contributed to the evolution of these concepts through the years up to the early rabbinic period.

*Rabbi Rifat Sonsino*

**TH 481 Women and the Church (Spring: 3)**

**Offered On An Occasional Basis**

This course introduces students to the historical roots of feminist theology and explores the critiques and alternative reconstructions of traditional understandings of scripture, God, Jesus, spirituality and ministry that have been offered by Christian feminist theologians writing from a variety of cultural perspectives.

*Mary Ann Hinsdale, IHM*

**TH 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 J. Dietrich*

**TH 487 Engaging the Rabbinic Mind: An Introduction to Midrash and Talmud (Spring: 3)**

Fundamental to any understanding of Judaism is an ability to enter into its formative literature, Midrash and Talmud, the primary texts of Jewish learning. Focusing on texts (in translation) relevant to the celebration of Passover, this course will introduce students to the rabbinic approach to Scripture and their means of making it relevant in their (and our) world. This understanding will be heightened by comparisons to early Christian modes of discourse on the same themes. Sponsored by Boston College's Center for Christian-Jewish Learning.

*Ruth Langer*

**TH 497 Liberation Ethics (Fall:3)**

This course will examine the ethical foundations and implications of Latin American liberation theology. Readings will focus on such issues as the nature of the human person, the relationship between the person and society, the meaning of justice, the role of social analysis in ethical decision-making, the role of Scripture, and Latin American feminist ethics.

*Roberto Goizueta*

**TH 504 Seminar in International Studies (Fall: 3)**

**Cross listed with IN 504**

**Open to Seniors in International Studies and others with the permission of one of the instructors.**

See course description in the International Studies Department.

*Donald J. Dietrich*

**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 Indian Mahayana philosophy which later contributed to Zen, Pure Land and Tibetan Buddhist philosophies. We focus on Madhyamaka and Yogacara philosophy, differing views of Buddha nature, path models and gnoseologies, models of Buddhahood and its salvific activity. Connections between practices, scriptural themes and doctrinal developments. Readings from classic and contemporary sources.

*John J. Makransky*

**TH 507 Introduction to Comparative Theology and the Theology of Religions (Fall: 3)**

**Intended for graduate students and advanced undergraduates.**

Comparative theologians study other religions' theologies and bring this learning into dialogue with their own traditions through careful comparison, dialogical reflection, and a subsequent, well-informed theology of religions. Readings include (by way of the necessary concrete example) Hindu primary texts, plus essays/books exemplifying Christian comparative theology and theology of religions.

*Francis X. Clooney, S.J.*

**TH 508 Contemplation and Ethics: Buddhist and Christian (Spring: 3)**

Interconnections between vision and practice in two great traditions. Ways in which each illumines the other. Readings in classic and contemporary writings of both traditions.

*Michael Himes*

*John Makransky*

**TH 512 Pauline Tradition (Fall: 3)**

*Prerequisite:* An introductory course in Biblical studies

Formerly listed as TH 357 Pauline Tradition

Students are expected to have had an introductory course in Biblical studies and to have a general knowledge of the contents of Paul's letters.

Combines a survey of Pauline writings and theology with exegesis of Romans. Problems in reconstructing Paul's biography and the history of Pauline churches, in understanding the relationship between early Christians and Jews, and in constructing a Pauline theology based on the letters are studied. Students are introduced to the methods of historical-criticism as well as rhetorical analysis of the Pauline letters. Implications of exegetical decisions for Christian theology will be discussed.

*Pheme Perkins*

**TH 513 Gospel of Mark (Spring: 3)**

*Prerequisite:* An introductory course in Biblical Studies

Formerly listed as TH 359 Gospel of Mark

A close reading and analysis of Mark's gospel. Students are introduced to the methods, questions and results of historical-critical study of the New Testament as well as to issues posed by socio-cultural, narrative and rhetorical analysis. Major theological themes in the gospel will be treated as they emerge in the text: Christology, soteriology, the identity of Jesus, miracles, faith, discipleship, the cross, eschatology, God, resurrection. This course is a basic introduction to study of the gospels.

*Pheme Perkins*

**TH 514 Parables of Jesus (Spring: 3)**

Formerly listed as TH 389 Parables of Jesus

This course studies the parables of Jesus in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the functions of the parables in Jesus' ministry and to their roles in the gospel narrative.

*John Darr*

**TH 520 Encountering God in Classics of Spirituality (Fall: 3)**

A careful reading of classics of spirituality from four historical contexts: Augustine's *Confessions*, Dante's *Purgatorio*, Teresa's *Interior Castle*, and Teilhard's *Divine Milieu*. Participants will probe the meaning and scope of transformation in Christ which each work articulates. We will seek to cull from these works resources for a new Christological integration of theology and spirituality.

*Rev. Robert Imbelli*

**TH 525 Medieval Theology I (Spring: 3)**

A study of key theological figures from Boethius to Aquinas. The course will follow in English translation the primary texts of Boethius (*On the Trinity* and *Against Eutyches*), Anselm (*Cur Deus Homo*), Abelard (*Sic et Non*), Hugh of St. Victor (*Didascalicon*), Peter Lombard (*Sentences*), Richard of St. Victor (*Benjamin Maior* and *On the Trinity*), Praepositinus (*On the Incarnate Word*), William of Auxerre (*The Golden Summa*), Alexander of Hales (*Summa*), Robert Grosseteste (*On Creation*) and St. Bonaventure (*Journey of the Mind to God*).

*Stephen F. Brown*

**TH 529 Introduction to Jewish Theology: Finding God (Fall: 3)**  
Formerly listed as TH 349 Biblical Theology: God, Covenant, and Prophecy

Beyond the dogmatic requirement of divine unity, Jewish theology has allowed great freedom to those seeking to find and understand God. This introductory course will survey various theological viewpoints about God, from the biblical period to the present time, covering such responses as theism, mysticism, religious naturalism and religious humanism.

*Rabbi Rifat Sonsino*

**TH 540 The Problem of Belief in Modernity (Spring: 3)**

Formerly listed as TH 290 The Problem of Belief in Modernity

The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

*Michael Himes*

**TH 544 Religion and Politics (Fall: 3)**

Formerly listed as TH 318 Religion and Politics

Exploration of the interaction of religious belief with the political sphere from theological, historical, sociological, legal, and political points of view. Attention both to the role of Christianity in the U.S. as well as parallel issues globally and for non-Christian religious traditions. See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

*David Hollenbach, S.J.*

**TH 556 Popular Culture, Theology, and Ministry (Fall: 3)**

*Prerequisite:* Two semesters of Christian theology

This course enables students to begin to make Christian sense of popular media culture. We shall focus on both theological interpretation and pastoral-pedagogical uses of popular culture. While attention will be directed to the influential media of music and movies, diverse forms of popular media culture brought from student backgrounds are welcome.

*Thomas Beaudoin*

**TH 557 Readings in Classical Hindu Texts I (Fall: 3)**

This course introduces students to important Hindu texts from the Sanskrit and vernacular traditions, with an focus on philosophical and theological questions. Emphasis is on a close reading of texts. Students may express preferences regarding texts to read (within the expertise of the professor), but in 2002 we will begin with Vedanta Diska's *The Essence of the Three Mysteries*, a 14th century Hindu systematic treatise.

*Francis X. Clooney, S.J.*

**TH 563 Ethics, Religion and International Politics (Spring: 3)**

Cross listed with IN 600

See Theology Department for registration approval. Preference to Theology and International Studies. Formerly listed as TH863 Ethics, Religion and International Politics majors and minors.

See course description in the International Studies Department.

*David Hollenbach, S.J.*

**TH 581 Contemporary Spirituality (Spring: 3)**

We will survey historical patterns of the last fifty years and contemporary trends, using spiritual writers, historians and sociologists. In the second half of the course we shall read works from formative movements and influential individuals, chosen together by professor and students.

*James Weiss*

**TH 598 Law, Medicine and Ethics (Spring: 3)**  
Formerly listed as TH 298

This course is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.  
*John J. Paris, S.J.*

**TH 722 Religion and Politics (Fall: 3)**  
Cross listed with PO 351  
*Alan Wolfe*

**TH 799 Readings and Research (Fall/Spring: 3)**  
*The Department*

### ***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.  
*David Gleason*

**TH 480 Ecclesiology (Spring: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Mary Hines*

**TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 3)**  
*Michael J. Corso*

**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 593 Fostering Faith Across the Life Cycle (Fall: 3)**  
Cross listed with ED 673  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Jane E. Regan*

**TH 600 Leadership and the Practice of Ministry (Spring: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Jane E. Regan*

**TH 605 Theology and Pastoral Practice: Integrative Colloquium (Fall: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Michael J. Corso*

**TH 609 Seminar in Latin Patrology (Spring: 3)**  
Formerly listed as TH 423 Seminar in Latin Patrology  
Reading knowledge of Latin.  
Graduate students only.

Topic: a survey of Latin Patristic literature from its beginnings to Isidore of Seville (d. 636).  
*Margaret Schatkin*

**TH 612 Seminar in Greek Patrology (Fall: 3)**  
Formerly listed as TH 425 Seminar in Greek Patrology.  
Reading knowledge of Greek.  
Graduate students only.

Topic: Patristic commentaries on Job and a study of the Septuagint text of Job. A comparison of Job with other works of ancient literature.

*Margaret Schatkin*

**TH 639 Collaborative Leadership 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 (Bud) Horell*

**TH 684 Divine Worship and Human Healing (Spring: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Bruce T. Morrill, SJ*

**TH 694 Empowering Catechetical Leaders (Spring: 3)**  
*Michael J. Corso*

**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 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 Beaudoin*

**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 (Spring: 1)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Lucretia Yaghjian*

**TH 739 Christology (Fall: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.  
*Mary Ann Hinsdale, IHM*



**TH 760 Family, Ministry and Spirituality (Spring: 3)**  
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*John Grimes*

**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 Cabill*

**TH 777 North American Theologies of Liberation (Fall: 3)**

IREPM Fall Weekend Course

Sept 13-14, Oct 4-5, Oct 25-26

Students are required to attend all three weekends

See course description under the Institute of Religious Education and Pastoral Ministry.

*James Nickoloff*

*M. Shawn Copeland*

*Roberto Goizueta*

**TH 785 Theology, Spirituality and the Body (Spring: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)**

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Colleen Griffith*

**TH 795 Systematic Theology I: Karl Rahner (Fall: 3)**

Formerly TH 856 Systematic Theology II

Systematic theology attempts to develop a deeper insight into the meaning, truth, and salvific value of the overall and individual truths of the Christian faith. It 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. This graduate course will focus on Rahner's overall synthesis in *Foundations of Christian Faith* and look briefly at Bernard Lonergan's *Method in Theology*.

*Harvey D. Egan, S.J.*

**TH 796 Catholic Systematic Theology II (Spring: 3)**

*Matthew L. Lamb*

**TH 795 Systematic Theology is not a prerequisite for this course.**

This seminar provides an historical-theoretical introduction to Catholic Systematic theology. It studies three major transpositions constituting Catholic Systematic Theology. The transposition from Biblical to Doctrinal theology is studied in chosen works of the Greek and Latin Fathers, e.g., Athanasius and Augustine. The transposition from Doctrinal to Theoretical theology is studied in the works of the Medieval Schoolmen and those preceding them, e.g., John Damascene, Anselm, Thomas Aquinas. Finally, the transposition from Theoretical to Historical theology is studied in the works twentieth century Catholic theologians, e.g., Bernard Lonergan, Karl Rahner, or Hans Urs von Balthasar.

*Matthew L. Lamb*

**TH 801 Thesis Seminar (Fall: 6)**

*The Department*

**TH 812 Documents of Vatican II (Fall: 3)**

In this course the students will read, analyze and discuss the documents of the Second Vatican Council with a view to assuring their knowledge and appreciation of the contributions made by this council to Catholic theology.

*Francis A. Sullivan, S.J.*

**TH 813 Phenomenology of God (Fall: 3)**

Cross Listed with PL 813

See course description in the Philosophy Department.

*Richard M. Kearney*

**TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Summer: 2)**

Cross Listed with ED 539

IREPM Summer Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Groome*

**TH 826 Introduction to the Old Testament/Hebrew Bible (Fall: 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.

*Jeffrey Geoghegan*

**TH 827 Introduction to the New Testament (Spring: 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.

*Pheme Perkins*

**TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)**

Cross listed with SW 830

IREPM Course

**Required for students in the dual M.A./M.S.W. program and open to other graduate students.**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Hugo Kamya*

**TH 840 Human Evolution and Christian Ethics (Fall: 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 877 Graduate Research Seminar on Ethics and Psychoanalysis (Fall/Spring: 3)**

**Intended for 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 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.

*Michael J. Buckley, S.J.*

**TH 882 Nursing in Faith Communities (Spring: 3)**

*Susan Chase*

**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 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 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 Evangelizing Catechesis (Spring: 3)**

Cross listed with ED 735

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**TH 930 Fashioning a People in an Electronic Age (Fall: 3)**

IREPM On-Line Course

See course description under the Institute of Religious Education and Pastoral Ministry.

*Julie Lytle*

**TH 947 Eschatology: Eternity and Time (Fall: 3)**

This seminar will study the eschatological and apocalyptic aspects of Patristic, Scholastic, and contemporary Christian theology. The twentieth century theological efforts at developing the eschatological dimension of the Christianity will be analyzed and criticized in the light of political theology and the histories of suffering. The newly recovered contributions of Patristic and Scholastic eschatology will also be studied, especially in the light of a deeper understanding of historical consciousness with its critique of historicism.

*Fr. Matthew Lamb*

**TH 948 Toward a Christian Theology of World Religions (Spring: 3)**

Through selected readings from Church documents such as *Ad Gentes*, *Nostra Aetate*, *Redemptoris Missio*, and *Dominus Iesus*, as well as from the theological writings of Karl Rahner, Hans Urs von Balthasar, Jacques Dupuis, and Gavin d'Costa, the following issues (and others) will be discussed: In what sense is Christianity the absolute religion? How are non-Christian religions a "preparation for the gospel?" Are all religions equal? Are all religions an equal preparation for the Gospel? What is the Christian view on so-called religious pluralism, etc.

*Harvey D. Egan, S.J.*

**TH 949 Seminar: Theological Foundations of Christian Ethics: Contemporary Approaches (Spring: 3)**

This course will follow, roughly, the sequence of doctrines in the creed and trace their implications for Christian ethics. It will include topics such as: the doctrine of creation and ethics, the meaning of sin, discipleship and ethics, the cross and resurrection in ethics, the Holy Spirit and ethics, ecclesiology and ethics, eschatology and ethics. As a research seminar this course is limited to doctoral students.

*David Hollenbach, S.J.*

**TH 952 Doctoral Seminar: Approaches to Christian Faith (Fall: 3)**

This seminar proposes to examine various understandings of the act and habit of Christian faith, responding to the question: what is it to believe? This question will be explored through an analysis of major modern theologians such as Newman, Barth, Rahner, and H. Richard Niebuhr.

*Michael J. Buckley, S.J.*

*Michael J. Himes*

**TH 953 Theological Encyclopedia (Fall: 3)**

This course will cover many of the topics that have traditionally been dealt with in "formal encyclopedia"—a consideration of theological inquiry as an inquiry (formal) and as a whole (encyclopedia). Readings from classical and contemporary authors will be selected in order to shed light on (1) theology's internal organization, the disciplines it comprises (exegetical, historical, apologetical, moral, etc.), and their interrelations, and (2) theology's connections with other inquiries, such as philosophy and history. The question of "foundationalism" will, of necessity, be raised.

*Charles C. Hefling*

**TH 954 Evaluation and Interpretation of Documents of the Magisterium (Spring: 3)**

Formerly listed as TH 543 Evaluation and Interpretation of Documents of the Magisterium

Two basic sources for Catholic theology are scripture and documents of the magisterium. Just as Catholic theologians must know how to distinguish among the various literary genres in the bible and interpret scriptural texts, they must also know how to determine the relative degree of authority exercised in the various documents issued by popes and councils and to apply the principles of hermeneutics in interpreting them. This course is intended to help those studying Catholic theology to make sound judgments about the authority and meaning of documents in which the church has expressed its faith over the centuries.

*Francis A. Sullivan, S.J.*

**TH 955 A Neoplatonic Approach to God (Fall: 3)**

Formerly listed as TH 696 A Neoplatonic Approach to God

The knowledge that believers can have of God, according to Plotinus, Dionysius, Maimonides, Albert the Great, Eckhart, with special emphasis on Thomas Aquinas. Topics to be discussed: human openness to the infinite, the notions of being, oneness and goodness, metaphors and analogy, knowability and incomprehensibility of God,

complementarity of affirmative and negative judgments. Comparisons will be made with Lonergan, Rahner, feminist theologians, and Jüngel. The writings will be read in English.

*Louis Roy, O.P.*

**TH 956 Theology as Hermeneutical (Fall: 3)**

**Formerly listed as TH 658 Theology as Hermeneutical**

“Hermeneutical” has become a code name for what has been happening to theology since the 19th century. The purpose of the course is to study the salients underlying the overwhelming sea-change contemporary theology is trying to come to terms with. In order to do this we will study important texts by chief thinkers on these matters.

*Frederick Lawrence*

**TH 957 Political Theology (Spring: 3)**

**Formerly listed as TH 626 Political Theology**

Since Plato, the issues God and politics have been seen to be inextricably interconnected. Hence, “political” theology is not a novelty, despite a certain mutual withdrawal of political theory/science and theology from one another within the academy. This course will attempt to re-establish contact between practical political philosophy and theology.

*Frederick Lawrence*

**TH 958 Foundations of Religious Education (Fall: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Beaudoin*

**TH 960 Metaphor, Analogy, and the Naming of God**

This course will begin Wednesday, October 2.

**Doctoral Seminar**

**Formerly listed as TH 463**

The seminar will gradually concentrate the focus of its attention on what might be thought to be the distinguishing features, if any, of uses of metaphor and analogy in “religious” language in general and in the “naming of God” in particular.

*Nicholas Lash*

**TH 961 Mystery of Evil**

This course begins Thursday, October 3.

**Doctoral Seminar**

**Formerly listed as TH 660**

Are hunger, violence and exploitation, suffering and death, a set of problems for the human race to solve, or evidence of unconquerable evil forces at least as powerful as peaceability and love? Using a series of classic texts, this course will consider Christian treatments of these issues.

*Nicholas Lash*

**TH 963 Radical Gratitude: Doing Justice with Spirit (Spring: 3)**

**IREPM Weekend Course**

January 17 & 18, February 14 & 15, March 14 & 15

Friday 4-9 pm, Sat 10-4

See course description under the Institute of Religious Education and Pastoral Ministry.

*Mary Jo Leddy*

*Bishop Thomas Gumbleton, JCD*

**TH 964 Seminar: Postmodern Philosophies and Religious**

**Education (Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Thomas Beaudoin*

**TH 968 Theological Anthropology (Fall:3)**

This course engages Christian notions of the human person from postmodern perspectives. It focuses on a notion of being human as also formed by history, society, culture, and tradition, as well as racial and gendered embodiment.

*M. Shawn Copeland*

**TH 969 Suffering, Solidarity, and the Cross (Spring: 3)**

Some contemporary theologians have questioned the preeminence of the cross as a model for oppressed peoples. While rejecting any subjugating theology of the cross, this course interrogates the meaning and significance of the cross and proposes a proper “imitatio Christi.”

*M. Shawn Copeland*

**TH 981 Directed Research in Pastoral Theology (Fall/Spring: 3)**

**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Mary Ann Hinsdale, IHM*

**TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)**

*The Department*

**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.

*Charles C. Hefling*

**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 500-550) 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 five crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

**Special features of the course:**

- Faculty from various departments
  - Each section limited to 15-20
  - Class meetings held in leisurely, informal settings
  - Innovative teaching methods
  - Interdisciplinary reading
  - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments.

**To register for a Capstone Seminar**

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary: you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. 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 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 IV (Fall: 3)**

*Corequisite:* UN 120

**This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.**

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies.

*The Department*

## ARTS AND SCIENCES

### 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 III/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

Limited to 14

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising. The course encourages students to reflect on their academic and personal goals and gives them tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to 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 Department*

### UN 160 Challenge of Justice (Fall/Spring: 3)

Cross listed with TH 160

See course description in the Theology Department.

*Matthew Mullane*

### UN 201 The Courage to Know: Exploring the Intellectual, Social and Spiritual Landscapes of the College Experience (Fall: 3)

This will be an interactive three credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty.

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this 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. This seminar will serve as a fifth course during your first semester.

*The Department*

### UN 250 Internship (Fall/Spring: 1)

*John J. Burns*

### UN 251 Mock Trial Practicum (Fall: 1)

*John J. Burns*

*Robert C. Moran*

*Mark C. O'Connor*

### UN 255 Introduction to Legal Studies (Spring: 3)

The course is intended for students interested in studying law as an intellectual inquiry or in preparation for entering law school.

Using original sources, articles and reported appellate cases, this course will examine the meaning and uses of law in a democratic

society and the extent to which it promotes justice. It will begin with an examination of the functions of law, the concept of authority, and a review of the major schools of jurisprudence. It will then introduce students to American constitutional theory, closely examining the concept of the separation of powers followed by an introduction to the American court system, the common law, the meaning of precedent and an approach to reading and analyzing appellate cases.

*Sanford N. Katz*

*James P. Dowden*

### UN 443 Psychoanalytic Case Conceptualization (Spring: 3)

Cross listed with PY 443

See course description in the Lynch School of Education.

*The Department*

### UN 500 One Life, Many Lives (Fall/Spring: 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 504 Capstone: Building a Successful Future in an Age of Rapidly Expanding Technology (Fall/Spring: 3)

We measure success not only by our material wealth, but also by our role as moral and ethical persons. Excitement over technological change must be tempered by the knowledge that technological innovations are accompanied by unintended consequences. They affect the environment, the quality of life, our relationships with one another. We must moderate self interest and greed to consider the plight of neighbors, local and global. We examine the moral and ethical content of our lives and reflect on technological choices among the possible, the desirable and the necessary.

*George Goldsmith*

### UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)

This course provides an overview of life and career planning in the context of career, personal relationships, spirituality, and ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues.

*Robert F. Capalbo*

### UN 510 Capstone: Conflict and Decision (Fall: 3)

Cross listed with CO 470

See course description in the Communication Department.

*Ann M. Barry*

### UN 513 Capstone: Ways of Knowing (Spring: 3)

Cross listed with EN627

See course description in the English Department.

*Carol Hurd Green*

### UN 514 Capstone: Personal Growth and Cosmic Design: The Cosmos, Spirituality and Spiritual Aerobics (Fall: 3)

*Prerequisite:* A Core course in a science and in Theology/Philosophy

This seminar is meant to be an adventuresome exploration of the Earth's evolutionary development through 4600 million years, and of one's own developing Christocentric spirituality through personal "aerobics," by means of the *Spiritual Exercises* of the founder of the Jesuits, St. Ignatius. Spirituality and spiritual "aerobics" components consist of various forms of Ignatian prayer, aspects of creation spirituality, and perspectives drawn from the writings of the geolo-

gist, Teilhard de Chardin, S.J. These will provide an opportunity to deepen a commitment to the Ignatian ideals of becoming a “contemplative in action” and “a person for others.”

*James Skehan, S.J.*

**UN 520 Capstone: The Sociology of the Inner Life (Spring: 3)**

This course offers a novel theoretical and methodological framework for examining the most deeply-seated features of cultural and emotional life, what in more common parlance is called spirituality. I draw on my ongoing research on Christmas to explore with students a mode of sociological analysis that takes people’s spiritual experiences seriously.

*Paul G. Schervish*

**UN 521 Capstone: Science and Religion: Contemporary Issues (Fall: 3)**

Cross listed with BI 214

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

See course description in the Biology Department.

*Donald J. Plocke, S.J.*

**UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)**

Cross listed with TH 523

See course description in the Theology Department.

*John McDargh*

**UN 524 Capstone: Discoveries of Self and the World (Spring: 3)**

Cross listed with RL 200

See course description in the Romance Languages and Literatures Department.

*Marian B. St. Onge*

**UN 526 Capstone: Integration of Spiritual and Scientific Beliefs (Fall: 3)**

This seminar is a forum for a deep inquiry into commonly held assumptions about science and spirituality and for the examination of one’s own relationship with these ways of knowing. The major sections of the course are the following: (1) aspects that define science and those that define spirituality and religion, (2) definitions and concepts of “mind,” (3) unifying concepts. These topics provide rich ground for discussions about the larger issues of life.

*Carol Chaia Halpern*

**UN 531 Capstone: Five Heroic Americans (Spring: 3)**

Cross listed with EN 628

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 532 Capstone: Boston’s College (Fall/Spring: 3)**

Cross listed with HS 241

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university.

*John J. Burns*

**UN 535 Capstone: Business as a Calling (Spring: 3)**

Cross listed with EC 435

See course description in the Economics Department.

*Harold Petersen*

**UN 536 Capstone: Voices of Wisdom (Fall/Spring: 3)**

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom. The seminar will look at how the virtues or qualities of

the wise concern the whole person, are a series of choices made throughout life, and affect the entire community. Through the study of wisdom and wise people, the course will provide insight into the nature of wisdom, the development of wisdom in life processes and events, and the consequences of searching for wisdom—a search that will assist students to know who they are in relation to self, others, and God.

*Sister Mary Daniel O’Keeffe*

**UN 537 Capstone: Decisions For Life (Fall/Spring: 3)**

For a more detailed description please see UN 537.01 on the web.

The seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. The semester will be organized around a series of topics chosen to explore spiritual, relational, vocational, and communal aspects of our being. We will reflect back on the decisions that have brought us to where we are and ask if our lives have deeper meaning because of our educational experiences at Boston College.

*John Boylan*

**UN 538 Capstone: Passages (Spring: 3)**

Cross listed with EN 630

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 539 Capstone: Doing Well and Doing Good (Spring: 3)**

Cross Listed with SC 305

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life’s challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We’ll learn to steer a course between prejudice and cliché on one hand, and sound knowledge on the other.

*Eve Spangler*

**UN 541 Capstone: Into the Woods (Spring: 3)**

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

*Bonnie Rudner*

**UN 542 Capstone: Journey to Self-Discovery (Fall: 3)**

Cross listed with PL 538

See course description in the Philosophy Department.

*Brian Braman*

**UN 590 Faith, Peace and Justice Senior Project Seminar (Spring: 3)**

*Prerequisite:* Open only to senior students in FPJ Program. Permission of Director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter’s project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

*The Department*

*Graduate Course Offerings*

UN 879 Introduction to Psychoanalysis (Fall: 3)

Cross listed with PY 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education  
For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

*W.W. Meissner, S.J.*

# Lynch School of Education

## INTRODUCTION

The Lynch School offers undergraduate and graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, it seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors. In fall 2002, the School of Education at Boston College celebrates its 50th Anniversary.

## UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts & Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Hispanic Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies or community, advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of Fifth Year programs available for academically superior students through which the Bachelor's and the Master's degree can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering Lynch School undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts & Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, or an interdisciplinary minor or major, or a second major. All programs lead to the degree of Bachelor of Arts.

### Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 166, CL 217, EN 080-084, GM 063, GM 066, RL 084, RL 300, RL 377, RL 393, SL 084), PY 030 Child Growth and Development and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts & Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student's program in the Lynch School. These majors must have the approval of the Offices for Students and Outreach (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, or an interdisciplinary minor or major, or second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Offices for Students and Outreach before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of a Major form, an application for admission to a Teacher Education Program, and a current transcript to the Offices for Students and Outreach. That office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of a Major form and submit a current transcript.



The remaining courses required for graduation include additional major courses, minor courses, and electives.

### *Professional Practicum Experiences Leading to Teacher Licensure*

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Professional Practicum Experiences, Campion 135, only for eligible students enrolled in programs in the Lynch School. The Director of Professional Practicum Experiences, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Early Childhood, Elementary, and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-per-week experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching competencies required by the Massachusetts Department of Education. Student teachers must demonstrate the following competencies during their practicum experience: knowledge, communications, instructional practice, problem solving, evaluation, equity, and professionalism.

The full practicum must be completed by all students seeking licensure. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in Early Childhood and Elementary programs. Students in Secondary Education must complete all major courses and 4/5 of A&S courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Professional Practicum Experiences. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

### **Human Development Field Practica**

Human Development students should consult the Human Development Handbook for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

### *International and Special Practicum Placement Program for Undergraduate Studies*

Lynch School students may participate in the Foreign Study Programs described in the University section.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

### **Academic Honors**

#### *The Honors Program*

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Offices for Students and Outreach (Campion 104/106).

### **MAJORS IN EDUCATION**

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher licensure of the Massachusetts Department of Education. Also, through the Lynch School's accreditation by the Interstate Certification Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), licensure in other states is facilitated. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers four minors for Education majors: Special Education, Middle School Mathematics Teaching, Health Science, Organization Studies-Human Resources Management, and English as a Second Language (ESL).

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the "Minors in the Lynch School" section.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an A&S Mathematics major or an A&S Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an A&S Mathematics major.

Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the “Minors in the Lynch School” section.

The minor in Health Science can be declared as a second minor for Human Development majors. It is open to Connell School of Nursing, A&S, and Carroll School of Management majors provides students with an introduction to future careers in the growing health care field. See the “Minors in the Lynch School” section for more information.

The minor in Organization Studies-Human Resources Management is open to Lynch School Human Development majors only. See the “Minors in the Lynch School” section for more information.

The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. See the “Minors in the Lynch School” section for more information.

### Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching children without disabilities and children with mild disabilities in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Courses in the program cover the following: child development and learning including their applications to the classroom; curriculum and models in early education; teaching diverse learners and children with special needs; the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education; evaluation procedures; and, methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

### Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades one through six.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts & Sciences or Human Development in the Lynch

School, is required. Students must consult with their program advisors and the Offices for Students and Outreach as to the selection and requirements for the major.

### Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 9 through 12. The major in Secondary Education will benefit those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, Latin, and Classical Humanities.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year.

### Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via “alternate route.” A special option is provided for minoring in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

## MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental, or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities, and alternative educational, community or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in A&S,
- a major or an interdisciplinary minor (e.g., Black Studies, Women’s Studies) in A&S, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six, and Core courses may be included. The minor in Special Education is an excellent option for Human Development majors interested in special needs settings. The minor in 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. 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 & Sciences, with acceptable interdisciplinary majors listed above. Core courses may be applied toward a second major in A&S.

A handbook for Human Development majors is available in the Offices for Students and Outreach (Campion 104/106) and the information is presented on the Lynch School website. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include 10 hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development major has six core courses and three foci or concentrations: human services; organization studies-human resources, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

## **SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS**

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts & Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of four to six courses in a single subject in A&S, a major or an interdisciplinary minor in A&S, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

### **Lynch School Majors**

#### ***Interdisciplinary Majors***

Interdisciplinary majors are based in two or more Arts & Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary and Early Childhood. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. A list of courses required for these interdisciplinary majors is available in the Offices for Students and Outreach (Campion 104/106).

**Note:** Secondary students may not pursue any of these interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts & Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

#### **Child in Society**

Introduces students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual and in the context of the family and community (psychology and sociology) and the child in the context of a cultural group and community (anthropology and cultural psychology).

#### **Mathematics/Computer Science**

Recommended for students who have had four years of high school Mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

#### **Human Development**

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, public and private organizations, including business.

#### **American Heritages**

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major—a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

#### **Perspectives on Spanish America**

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

#### **General Science**

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: biology, chemistry, physics, and geology.

**Note:** Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts & Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

## **MINORS IN THE LYNCH SCHOOL**

### **Minors for Lynch School Students**

All Lynch School majors may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Organizational Studies-Human Resources Management. The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. A GPA of 3.0 is generally required. Further information on these minors is below.

#### ***Minor in Special Education***

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required A&S minor. Interested students must complete a Declaration of Major form and submit it to the Offices for Students and Outreach (Campion 104). While the Minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (Pre-K to Grade 9 and Grades 5 through 12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

The minor in Special Education is not available to students outside of the Lynch School.

#### ***Minor in Health Science***

All Lynch School majors (as well as all Connell School of Nursing, A&S, and Carroll School of Management majors) may minor in Health Science. Students in the Lynch School who major in Human Development may declare Health Science as a second minor. See more information about this minor at the end of the Minors section.

#### ***Minor in Middle School Mathematics Teaching***

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary

Education majors with an A&S Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an A&S Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Offices for Students and Outreach (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### ***Minor in Organization Studies-Human Resources Management***

The minor in Organization Studies-Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Organization Studies-Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Applications for this minor are available from the Offices for Students and Outreach (Campion 104/106). This minor is limited to 15 students per year; students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

### ***English as a Second Language (ESL) Concentration***

The English as a Second Language (ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English as a Second Language. Students seeking licensure in Early Childhood, Elementary, or Secondary Education apply to the Massachusetts Department of Education for ESL as an additional certificate. These students would need to fulfill the courses included in this program and pass the ESL teacher test.

### **Minors for College of Arts & Sciences Majors**

Some A&S majors are eligible to minor in Secondary Teaching (see more information below). All A&S majors may minor in Health Science or General Education. More information on these three minors is below.

### ***Minor in Secondary Education***

Students from the College of Arts & 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 & Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible A&S undergraduate students only). This program begins in the sophomore year, and interested students should apply to the Offices for Students and Outreach (Campion 104/106) before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed, except theology. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Please note: A&S students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Students must complete 32 courses in the College of Arts & Sciences.

These required courses also count toward the Arts & Sciences requirement. Applications for the Secondary Education minor must be submitted to the Offices for Students and Outreach, Campion 104 and 106. Interested students are welcome to inquire and obtain information from the Offices for Students and Outreach.

### ***Minor in Health Science***

All A&S majors (as well as all Lynch School, Connell School of Nursing, and Carroll School of Management majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

### ***Minor in General Education***

All A&S majors (as well as all Connell School of Nursing and Carroll School of Management majors) may minor in General Education. See more information about this minor at the end of the Minors section.

### **Minors for Carroll School of Management Majors**

All Carroll School majors may minor in Human Development, Health Science, or General Education. More information on these three minors is below.

### ***Minor in Human Development***

Students majoring in the Carroll School who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School. Applications should be submitted no later than September of a student's junior year.

### ***Minor in Health Science***

All Carroll School of Management majors (as well as all Lynch School, Connell School of Nursing and A&S majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

### ***Minor in General Education***

All Carroll School of Management majors (as well as all Connell School of Nursing and A&S majors) may minor in General Education. See more information about this minor at the end of the Minors section.

### **Minors for Connell School of Nursing Majors**

All Connell School majors may minor in Health Science or General Education. More information about these two minors is below.

### **Minors for Lynch School, Connell School of Nursing, A&S, and Carroll School of Management Majors**

### ***Minor in Health Science***

This concentration is designed to acquaint all undergraduate students (Lynch School, Connell School of Nursing, A&S and Carroll School of Management) with alternatives for future careers in the health field. Note: Human Development majors in the Lynch School may declare the Health Science minor in addition to the required 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

### Minors for Connell School of Nursing, A&S, and Carroll School of Management Majors

#### *Minor in General Education*

All undergraduate students in Connell School of Nursing, A&S, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. Note: This minor is not available to Lynch School students. A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106).

### FIFTH YEAR PROGRAMS

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's 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, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Low Incidence Disabilities, including severe special needs, visually impaired, deaf/blindness, and multiple disabilities
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Low Incidence Disabilities.

Students interested in a Fifth Year Program should consult with the Lynch School Office of Graduate Admissions, Campion 103, during the spring semester of their junior year. Without proper advisement, and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual Master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, MA 02467, 617-552-4024.

## LYNCH SCHOOL GRADUATE PROGRAMS

### Introduction

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

### Policies and Procedures

#### *Admission*

Information about admission is available on the Lynch School website: <http://www.bc.edu/lynchschoo>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, or e-mail [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree ("special") student. Please consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

#### *Deferral of Admission*

Admission may be deferred for up to one year. Deferred admission must be requested in writing from the Office of Graduate Admissions and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200. This will hold a space in the following year's class, and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

#### *Admission for International Students*

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an application that can be downloaded at the Lynch School website: <http://www.bc.edu/lynchschoo>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, or e-mail [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu). All international student applicants for whom English is not a first language must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (Box 955, Princeton, NJ 08540 or 1947 Center St., Berkeley, CA 94794). Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213

on the computer-based test. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires all applicants of doctoral programs to take the Graduate Record Examination (GRE).

### ***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 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 School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses Special Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a 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 licensure 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 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 of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in Master's and Doctoral programs in the Lynch School. Graduate assistantships, particularly for students pursuing Doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education. Upon acceptance into the Lynch School, financial aid information detailing current offerings at the University is provided to the student.

The *Peter Jay Sharp Urban Scholars Fund* provides resources for graduate students of color committed to teaching in urban schools. Qualified students would receive full tuition remission and stipends.

The *Donovan Urban Teaching Scholars Program* provides a half-tuition scholarship for students in any teacher licensure program who are especially interested in teaching in urban settings. The pro-

gram was created in honor of Charles F. Donovan, S.J., founding dean of the Lynch School of Education, whose commitment to excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The *Educators Awards for Minorities (TEAM)* award is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals.

Some Lynch School students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in Doctoral programs.

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 is 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.

Application packages mailed from the Graduate Admissions Office include a special application for graduate assistantships. This application should be returned with the admissions application and a resume, and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current Master's students seeking graduate assistantships should apply through the Offices for Students and Outreach, Campion 104. Doctoral students should apply through the Office of the Associate Dean, Campion 101. Current students must apply for graduate assistantships by March 15 of each year.

### ***Students with Disabilities***

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure 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 disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure, so long as such accommodation does not result in waiver of competencies required for graduation, or licensure.

### ***Licensure and Program Accreditation***

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Licensure Compact (ICC), a Program of Study preparing for educator licensure in

Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. The Office of Professional Practicum Experiences, Campion 135, 617-552-4206, can help with most teacher, administrator, and school counselor licensure questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Counseling Psychology students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the Master's level.

### *International and Special Practicum Placement Program for Graduate Studies*

The Lynch School's International and Special Practicum Placement Program offers classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Professional Practicum Experiences, Campion 135, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804.

### **Degree Programs**

The Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., and Ph.D. degrees. Graduate programs serve a dual purpose: **research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice** preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

### *Doctoral Degree Programs*

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

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Educational Administration
- Higher Education Administration
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a Doctoral program, the Doctoral student will be assigned an academic advisor. The Doctoral Program of

Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor.

Doctoral students in the Lynch School complete, in addition to course work, comprehensive exams, are admitted to Doctoral candidacy, and complete a Doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at [www.bc.edu/lynchschoo](http://www.bc.edu/lynchschoo).

### *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 opportunities 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 Offices for Students and Outreach, Campion 104/106.

### *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 Office of the Assistant Dean for Students and Outreach. Students admitted conditionally are evaluated by the department and recommended to the Offices 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 Offices for Students and Outreach, Campion 104/106.

#### **Master of Education Degree (M.Ed.)**

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching\*
- Secondary Teaching\*
- Special Education Teaching\*\*
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Administration
- Educational Research, Measurement, and Evaluation

\*Middle School licensure is available to Elementary and Secondary education students by application to the Department of Education via an "alternative route." Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

\*\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-9 and Grades 5-12; Severe Special Needs; Students with Visual Impairments; Students with Deaf-Blindness and Multiple Disabilities.

#### **Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)**

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coor-

minated with the appropriate Arts & Sciences department, require admission to both the Lynch School and to the appropriate Arts & Sciences program, and require more course work in Arts & 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 & Instruction.

#### Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education Administration
- Counseling Psychology
- Developmental and Educational Psychology

These programs are described in each departmental section.

#### Course Credit

A *minimum* of 30 graduate credits is required for a Master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Offices for Students and Outreach, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Offices for Students and Outreach, Campion 104.

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available from program advisors or in the Offices for Students and Outreach, Campion 104. These forms must be approved and filed in the Offices for Students and Outreach.

#### 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.

#### Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. Please refer to the Fifth Year Program description in section of this catalog covering Lynch School undergraduate programs.

#### Research Centers

The Lynch School houses several Research Centers. For more information on the Research Centers, please refer to "About Boston College."

### Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

#### Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching,

early childhood education, special education, and reading. In addition, Master's and Doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The Doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

#### Licensure

Endorsement of candidates for Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the Master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the State Department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, Foreign Language, Latin and Classical Humanities
- Teacher of Reading
- Teacher of Students with Moderate Special Needs (Pre K-9, 5-12)
- Teacher of Students with Severe Special Needs (Pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

#### Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the initial licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Professional Practicum Experiences (Campion 135). The Director of Professional Practicum Experiences, for appropriate reasons, may not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Professional Practicum Experiences
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the



content area and courses required for initial licensure

- Application in the Office of Professional Practicum Experiences

A full practicum is characterized by the five Professional Standards as required by the Massachusetts Department of Education (October 2001). Student teachers must demonstrate these five standards during their practicum experience: content knowledge, instructional practice, evaluation, equity, and professionalism.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged.

### ***Application Deadlines for Programs in Teacher Education/Special Education and Curriculum & Instruction***

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission. The 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 summer or fall deadline. M.A.T./M.S.T. candidates must file separate applications for, and be accepted by, both the Lynch School and the Graduate Arts & Sciences department of their specialization (more information can be found under "Master's Programs in Secondary Teaching" below).

Detailed admissions information on the dual degree programs in Law and Education, and Management and Higher Education can be found under the description for the programs below.

The deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & 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 requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo>, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### **Programs in Teacher Education/Special Education and Curriculum & Instruction**

#### ***Master of Education (M.Ed.) in Early Childhood Teaching***

The Master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately handicapped children in regular settings, pre-K through 2. Students can enter the program without teaching licensure (selecting Advanced Provisional Master's Program). Prerequisite for either program is a college degree with an Arts & Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the admissions director or the faculty advisors to confirm licensure eligibility.

#### ***Master of Education (M.Ed.) in Elementary Teaching***

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a Bachelor's degree with an Arts & Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

#### ***Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching***

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, Latin, and classical humanities. The prerequisite for the program is a Bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum.

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 & Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the Master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. candidates must file separate applications to, and be accepted by, both their intended Master's program in the Lynch School and the Graduate Arts & Sciences department of their specialization. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. Please contact the Graduate School of Arts & Sciences directly for further information: Admissions, GA&S, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467-3807, 617-552-3265.

#### ***Middle School Licensure***

Middle School licensure is available to Elementary and Secondary education students by application to the Department of Education via an "alternate route." Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

#### ***Master of Education (M.Ed.) in Reading/Literacy Teaching***

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

### ***Master of Education (M.Ed.) in Curriculum & Instruction***

The Master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate 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 licensure, nor are students in this program eligible to apply for supervised practicum experiences.

### ***Master of Education (M.Ed.) in Special Education***

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs**

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The Program of Studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Deaf-Blindness and Multiple Disabilities**

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.). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### ***Donovan Urban Teaching Scholars Program***

The Donovan Urban Teaching Scholars program is open to Master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to a M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries tuition remission credits.

#### **Dual Degree Program (J.D./M.Ed. or M.A.) in Law and Education**

See description of this dual degree program below in the Department of Educational Administration and Higher Education section.

#### **Dual Degree Program (M.B.A./M.A.) in Business and Higher Education**

See description of this dual degree program below in the Department of Educational Administration and Higher Education section.

#### **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 seek a higher level of specialization or professional licensure in administration. The core course requirements and licensure requirements are similar to those in the Master's degree program. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### ***Doctoral Program (Ph.D.) in Curriculum & Instruction***

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; and, mathematics, science, and technology.

### Department of Educational Administration and Higher Education

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

### Programs in Educational Administration

#### *Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs*

Students in Educational Administration may seek state administrative licensure and NCATE approval as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Professional Practicum Experiences. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

#### *Application Deadlines for Programs in Educational Administration*

The deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is February 1 for summer or fall admission with July 15 being the final application deadline for fall admission.

More admission information on the dual degree programs in Law-Education and Business-Education can be found under the descriptions for the programs below.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo>, or email us at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### *Master of Education (M.Ed.) in Educational Administration*

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the Master's program in educational leadership. Most students admitted

to the Master's program have teaching experience, but little or no prior graduate study in educational administration. To be *certified*, one must have at least three years of teaching experience.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

At the conclusion of their Program of Studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

#### **Dual Degree Program (J.D./M.Ed. or M.A.) in Law and Education**

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, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. program in Educational Administration or the M.A. program in Higher Education Administration is February 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact it 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 licensure in a particular field. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### **Doctoral Program (Ph.D.) in Educational Administration**

The Doctoral program in Educational Administration prepares students for senior level administrative and policy positions in pub-

lic or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious, and private elementary and secondary education.

Doctoral students may seek state licensure for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five or six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

### Programs in Higher Education

#### *Application Deadlines for Programs in Higher Education*

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is February 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website <http://www.bc.edu/lynchschool>, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### *Master of Arts (M.A.) in Higher Education*

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*

The Doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The Doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

#### **Dual Degree Program (M.B.A./M.A.) in Business and Higher Education**

Coordinator: *Dr. Ted Youn*

This joint degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education Administration is February 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

#### **Department of Counseling, Developmental, and Educational Psychology**

During their first year, all matriculated students should work with their advisors to complete a Program of Studies. Master's and Doctoral students must file their Program of Studies with their advisors.

#### **Programs in Counseling Psychology**

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

#### *Application Deadlines for Programs in Counseling Psychology*

The deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

More admissions information on the dual degree program in Pastoral Ministry and Counseling Psychology 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; all candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may download the application from the Lynch School website <http://www.bc.edu/lynchschoo>, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### ***Master of Arts (M.A.) in Counseling***

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 36 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the two-year time period.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students, and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Licensure Compact (ICC), National Council for Accreditation of Teacher Education (NCATE), and Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology office and on the Lynch School website.

### ***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 School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the IREPM. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is February 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information: Admissions, IREPM, Boston College, 31 Lawrence Ave., Chestnut Hill, MA 02467-3921, 617-552-8440.

### ***Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)***

The Doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

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 successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

### **Programs in Applied Developmental and Educational Psychology**

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life-span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology, and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood program.

#### ***Application Deadlines for Programs in Applied Developmental and Educational Psychology***

The deadline for application to either the M.A. program in Developmental and Educational Psychology or 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 requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website <http://www.bc.edu/lynchscool>, or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master's Programs (M.A.) in Developmental and Educational Psychology***

##### **Developmental and Educational Psychology (M.A.) Option**

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that

affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a Program of Study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

##### **Early Childhood Specialist (M.A.)**

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally, as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This program does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

#### ***Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology***

The Doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty 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 brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and, the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

**Department of Educational Research, Measurement, and Evaluation**

Studies in Educational Research, Measurement and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs, and in research methodology for the social sciences and human services.

***Application Deadlines for Programs in Educational Research, Measurement, and Evaluation***

The deadline for application to the M.Ed. program in Educational Research, Measurement and Evaluation is 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 requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo>, or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

***Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation***

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

***Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation***

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology. 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 School Graduate Programs, Summary of Program and Degree Offerings**

***Department of Teacher Education/Special Education and Curriculum & Instruction***

- Early Childhood Education: M.Ed.
- Elementary Education: M.Ed.
- Secondary Education: M.Ed., M.A.T., M.S.T.
- Reading /Literacy Teaching: M.Ed., C.A.E.S
- Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.
- Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed, C.A.E.S.
- Special Education (Students with Deaf-Blindness and Multiple Disabilities): M.Ed

***Department of Educational Administration and Higher Education***

- Educational Administration: M.Ed., C.A.E.S., Ph.D.
- Higher Education: M.A., Ph.D.

***Department of Counseling, Developmental and Educational Psychology***

- Counseling Psychology: M.A., Ph.D.
- Applied Developmental and Educational Psychology: M.A., Ph.D.
- Early Childhood Specialist: M.A.

***Department of Educational Research, Measurement and Evaluation***

- Educational Research, Measurement, and Evaluation: M.Ed., Ph.D

***Faculty***

- Mary T. Kinnane**, *Professor Emerita*; 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
- Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America
- Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame
- John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University
- Charles F. Smith, Jr.**, *Professor Emeritus*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University
- John Travers**, *Professor Emeritus*; B.S., M.Ed., D.Ed., Boston College
- 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
- Albert Beaton**, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

- Irwin Blumer**, *Research Professor*; B.S., M.A., Northeastern University; D.Ed., Boston College
- David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
- Mary M. Brabeck**, *Professor and Dean*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota
- María Brisk**, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
- M. Beth Casey**, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University
- Marilyn Cochran-Smith**, *Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D. University of Pennsylvania
- John S. Dacey**, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University
- Curt Dudley-Marling**, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
- Walter M. Haney**, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University
- Penny Hauser-Cram**, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Janet Helms**, *Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- William K. Kilpatrick**, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue 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
- 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
- Michael Martin**, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado
- 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., University of Iowa
- 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., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois
- Mary E. Walsh**, *Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Elizabeth Twomey**, *Adjunct Professor*; B.A., Emmanuel College; M.Ed., Salem State College; D.Ed., Boston College
- Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana
- Etiony Aldarondo**, *Associate Professor*; B.A., Temple University; M.A., Ph.D., University of Massachusetts, Amherst
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- Martha Bronson**, *Associate Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University
- Lisa Goodman**, *Associate Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University
- Eugenio Gonzales**, *Associate Research Professor*; Lisc. Psychology, Universidad Catolica Andres Bello; Ph.D., Boston College
- 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
- Joan Lucariello**, *Associate Professor*; B.A., Manhattanville College; Ph.D., University of New York
- Larry Ludlow**, *Associate Professor and Chairperson*; 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
- Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University
- Jean Mooney**, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
- 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
- Ana M. Martinez Aleman**, *Assistant Professor*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
- Susan Bruce**, *Assistant Professor*; A.A., B.A., M.A., Ph.D., Michigan State University
- Rebekah Coley**, *Assistant Professor*; B.A., Brandeis University; Ph.D., University of Michigan
- Kevin Duffy**, *Assistant Professor*; B.A., Cathedral College; M.S., Fordham University; Ph.D., Boston College
- James J. Fleming, S.J.**, *Assistant Professor*; B.S., Fitchburg State College; M.A., Boston College; M.Div., Jesuit School of Theology; Ph.D., University of California, Berkeley
- Audrey Friedman**, *Assistant Professor*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
- Raquel Jaakkola**, *Assistant Professor*; B.A., University of Delaware; M.A., Emory University; Ph.D., Massachusetts Institute of Technology
- Janice Jackson**, *Assistant Professor*; B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D. (cand), Harvard University



**Thomas Keating**, *Assistant Professor*; B.S., University of San Francisco; M.S., Moss Landing Marine Laboratories; Ph.D., Stanford University

**Belle Liang**, *Assistant Professor*; B.S., Indiana University; Ph.D., Michigan State University

**Kathleen Mahoney**, *Assistant Professor*; B.A., St. Michael's College, Toronto; M.A., University of Notre Dame; M.S., Ph.D., University of Rochester

**David Scanlon**, *Assistant Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

**Joan Dobzanski**, *Adjunct Assistant Professor*; B.A., Mt. St. Mary College; M.Ed., C.A.G.S., Rivier College; Ph.D., Boston College

**Amy Seldin**, *Adjunct Assistant Professor*; B.A., Hobart/William Smith; Ed.M., Harvard Graduate School of Education; Ph.D., Boston College

### *Undergraduate Course Offerings*

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

#### **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.

*The Department*

#### **PY 032 Psychology of Learning (Fall/Spring: 3)**

Will discuss classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Will also look at major studies with children. Will compare and contrast theories along key dimensions on which they vary. Issues and questions to be addressed include: is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning ("readiness" to learn). Will also look at role of motivational factors, and discuss practical applications of theory and research.

*Joan Lucariello*

#### **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 manage-

ment 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.

*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.

*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.

*The Department*

#### **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.

*The Department*

#### **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.

*The Department*

#### **ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 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.

*The Department*

**ED 109 Teaching About the Natural World (Fall/Spring: 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.

*The Department*

**PY 114 Teaching Process and Content in Early Education (Spring: 3)**

**Cross listed with ED 316**

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

*The Department*

**ED 115 Curriculum and Models in Early Education (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.

*The Department*

**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.

*The Department*

**ED 128 Computer 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.

*The Department*

**ED 131-132 Undergraduate Inquiry Seminar: One and Two (Fall/Spring: 1)**

*Corequisite:* ED 151

*Carol Pelletier*

**ED 140 Children's Literature I (Fall/Spring: 3)**

**Cross listed with EN 237**

See course description in the English Department.

*Bonnie Rudner*

**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 Pre-Practicum for Lynch School Students (Fall/Spring: 1)**

*Corequisites:* ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

**For Lynch School undergraduate students only; graded as Pass/Fail**

This course is a one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

**PY 152 Human Development Practicum (Fall/Spring: 3)**

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.

**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.

**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.

**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.

*The Department*

**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. Martínez Aleman**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 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.

*The Department***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.

*The Department***PY 230 Abnormal Psychology (Fall/Spring: 3)***Prerequisite: PY 242*

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and to distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as clas-

sification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

*Lisa Goodman***ED 231 Senior Seminar in Early Childhood Education (Fall: 3)**

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.

*The Department***ED 232 Senior Seminar in Elementary Education (Fall/Spring: 3)**

See ED 231 for course description.

**ED 233 Senior Seminar in Secondary Education (Fall/Spring: 3)**

See ED 231 for course description.

**ED 234 Senior Seminar in Elementary and Moderate Special Needs (Fall: 3)**

See ED 231 for course description.

**ED 235 Senior Seminar in Elementary and Intensive Special Needs (Fall: 3)**

See ED 231 for course description.

**PY 241 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.

*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.

*The Department***PY 244 Adult Psychology (Fall/Spring: 3)***Prerequisites: PY 030, PY 031, PY 041, 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.

*The Department*

**PY 245 Human Development Senior Practicum (Fall/Spring: 3)  
Open only to seniors majoring in Human Development**

Students meet once a week to discuss their required field work (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 Practicum for Lynch School Students (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisites:* ED 231, ED 232, ED 233, ED 234 or ED 235

**For Lynch School undergraduate students only**

This is a semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School 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.

**PY 250 Asian-American Gender Issues (Spring: 3)****Satisfies Cultural Diversity Core Requirement**

This four-part course examines relationships between Asian American women and men within interlocking systems of gender, race, sexuality, and economics. Part one explains how gender relations are constructed and impacted by U.S. social systems. Part two analyzes how media portrayals of Asian Americans reflect and perpetrate stereotypes, and examines the effects on Asian American identities, self-esteem, development, and relationships. Part three focuses on historical and cultural aspects of Asian Americans as a basis for understanding contemporary gender relationships. Part four surveys some important issues in Asian American communities: inter-racial relationships, gay and lesbian relationships, violence against Asians, and educational issues.

*Susana M. Lowe*

**ED 255 Seminar: International/Out-of-State Program  
(Fall/Spring: 3)**

*Prerequisite:* Department permission

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

**ED 256 Secondary Practicum for Arts & Sciences Students  
(Fall/Spring: 9)**

*Corequisite:* ED 233

**For A&S students only**

This is a semester-long practicum experience (300+ clock hours), five full days per week, for A&S seniors minoring in Secondary 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.

**ED 258 Secondary Pre-Practicum for Arts & Sciences Students  
(Fall/Spring: 1)**

*Corequisites:* ED 211, ED 323, and/or the subject methods course  
**For A&S students only; graded as Pass/Fail**

This is a one day a week pre-practicum experience for sophomores and juniors in A&S who are minoring 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.

**ED 269 Extended Practicum (Fall/Spring: 3)**

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

**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: 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)**

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.

**ED 290 Number Theory for Teachers (Fall: 3)**

**Cross listed with MT 290**

See course description in the Mathematics Department.

*Margaret Kenney*

**ED 291 Geometry for Teachers (Spring: 3)**

**Cross listed with MT 291**

See course description in the Mathematics Department.

*Margaret Kenney*

**ED 298 Honors Seminar: Philosophy of Education (Fall: 3)**

**Open only to students in the Honors Program.**

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.

***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.

*The Department*

**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.

**ED 302 Secondary and Middle School English Methods (Fall: 3)**

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.

*The Department*

**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 available 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.

*The Department*

**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.

*Walter Haney*

**ED 315 Psychology of Adolescence (Spring: 3)**

*Kimberly Frelke*

**ED 316 Teaching Process and Content in Early Education (Spring: 3)**

**Cross listed with PY 114**

See course description under PY 114.

*The Department*

**ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)**

This course includes a review of the principles and practices of developmental reading instruction and reading instruction for all learners, including at-risk learners at the middle and 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 (Spring/Summer: 3)**

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

*The Department*

**ED 346 Teaching Bilingual Students (Spring: 3)**

This practical course deals with instruction of bilingual learners in bilingual, ESL, and mainstream classrooms. Literacy and content area instructional approaches will be reviewed and applied. Other topics include history and legislation related to ESL and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.

*Maria Brisk*

**ED 347 Honors Thesis II (Fall/Spring: 3)**

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.

**PY 348 Culture, Community and Change (Spring: 3)  
Offered Periodically**

This course will discuss how human development is understood and enhanced through envisioning, enacting, and evaluating community-based programs aimed at the promotion of positive changes in the lives of individuals and families. It will discuss theoretical models that explain human development as deriving from systemic relationships between diverse individuals, and their complex and changing cultural and ecological contexts. The course considers the role of outreach scholarship in building effective and sustainable community-based programs. Students will observe various outreach scholarship projects involving Boston College faculty and graduate students, and their community partners.

*The Department*

**ED 349 Sociology of Education (Spring: 3)  
Cross listed with SC 468**

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 363 Survey of Children's Literature (Fall/Spring: 3)**

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.

*The Department*

**ED 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 website, use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

*The Department*

**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, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

*The Department*

**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 (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).

*The Department*

**ED 386 Introduction to Sign Language and Deafness (Fall/Spring: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*The Department*

**ED 387 Intermediate Sign Language and Deafness (Spring: 3)**

*Prerequisite:* ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

*The Department*

**ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, student-centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course. Pre-practicum required (25 hours).

*The Department*

**ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)**

This course is open to students in the Fifth Year Program only.

**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).

*The Department*

**Graduate Course Offerings****ED 403 Philosophy of Education (Spring: 3)****Cross listed with ED 203**

See ED 203 for course description.

*Ana M. Martínez Alemán**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.

*The Department***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 Childhood 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.

*The Department***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/Spring: 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 420 Advanced Provisional Practicum (Fall/Spring: 6)**

This is a semester-long provisional practicum, five full days per week, for graduate students in the following certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard 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.

**ED 421 Theories of Instruction (Spring: 3)**

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*The Department***ED 429 Graduate Pre-Practicum (Fall/Spring: 1)**

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

*Carol Pelletier***ED 431 Graduate Inquiry Seminar: One (Fall/Spring: 1)***Corequisite: ED 429**Janna Jackson***ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)***Corequisite: ED 429**Carol Pelletier***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.

*The Department*

**ED 437 Clinical Seminar: Teacher as Researcher (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.

*The Department*

**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.

*The Department*

**ED 439 Psychology of Religious Development (Fall: 3)  
Cross listed with TH 430**

See course description in the Theology Department.

*David Gleason*

**PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)  
Open in the Fall only to Counseling Psychology majors**

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.

*The Department*

**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. Issues 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.

*The Department*

**PY 444 Theories of Counseling and Personality I (Fall: 3)**

First part of a year-long sequence examining personality and counseling theories. Intended to introduce students to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to clients presenting concerns and may be addressed in counseling.

*The Department*

**PY 445 Clinical Child Psychology (Fall: 3)**

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will be considered.

*The Department*

**PY 446 Theories of Counseling and Personality II (Spring: 3)**

*Prerequisite:* PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

*The Department*

**ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)**

This course is designed to address the subject of teaching reading in the content areas of secondary schools. It demonstrates effective teaching strategies appropriate for all students, including those with special needs. The course focuses extensively on concepts, strategies and issues related to assessment, since tests of the content knowledge of high school students are essentially tests of reading comprehension.

*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 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.

*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.

*Elizabeth Twomey*

**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.

*The Department*

**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.

*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.

*The Department*

**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.

*The Department*

**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 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)**

*Prerequisite:* ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

*The Department*

**ED/PY 468 Introductory Statistics (Fall/Summer: 3)**

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.

*The Department*

**ED/PY 469 Intermediate Statistics (Fall/Spring: 3)**

*Prerequisite:* ED/PY 468 or its equivalent and computing skills

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

*The Department*

**ED 472 Theory and Pedagogy in English Language Arts Classroom (Fall: 3)**

**Cross listed with EN 717**

A collaboratively developed and taught course that explores five major theories of literary criticism and that helps classroom teachers to develop curriculum and instruction applying these theories to analysis and discussion of texts in the classroom. Students will read, discuss, and analyze four major works—*The Awakening*, *How the Garcia Girls Lost Their Accents*, *Heart of Darkness*, and *Things Fall Apart*—and investigate ways and modalities for teaching and viewing the texts through the five critical lenses. Pedagogy will also emphasize culturally relevant strategies for helping special needs and linguistically different learners to access understanding of theory and content.

*Audrey Friedman*

*Beth Kowaleski-Wallace*

**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 (Spring: 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 488 Theories and Strategies for Teaching Emotionally Complex Students (Spring: 3)  
Offered Periodically**

This course examines the complex needs of students with emotional or behavioral disabilities and develops understanding of best practice strategies. A study of high incidence and low incidence disorders will lead to the development of skills reported as effective in reducing the incidence and consequences of such disabilities. Emphasis will be on classroom-based strategies.

*Alec Peck*

**ED 492 Organization and Administration of Services for Individuals Who Are Deaf/Blind or Multiply Disabled (Summer: 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 495 Human Development and Disabilities (Fall/Summer: 3)**

This course presents information on the reciprocal relationship between human development and disabilities. Beginning with conception, all of the major life stages are covered. The course also addresses how disabling conditions can begin, become altered in their nature and manifestations, and in some instances end. Prevention of disabilities across life stages is yet another major theme.

*The Department*

**ED 508 Pre-Practicum for Educational Administration Students (Spring: 1)****For Graduate Students in Educational Administration**

This is a 75 hour pre-practicum experience for Educational Administration students who are seeking certification. Students work with the practicum supervisor or faculty advisor to arrange their placements, which are made in selected educational 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.

**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.

*The Department*

**PY 518 Issues in Life Span Development (Fall: 3)**

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

*The Department*

**ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)**

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

*The Department*

**ED 528 New Trends in 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 in doctoral and master's programs 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.

*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 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)**

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*The Department*

**PY 540 Issues in School Counseling (Fall: 3)**

**School Counseling majors only.**

An intensive analysis of philosophical, technical, and administrative issues contributing to the professional identity and function of the counselor in a public educational milieu. *Mary Walsh*

**ED 542 Reading and Language Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 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.

*The Department*

**ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)**

This course introduces students to the theory and practice of instruction in science and health at the elementary school level. It focuses on the importance of science and health in the curriculum and in children's lives, and explores instructional techniques related to teaching about the natural world.

*The Department*

**PY 549 Psychopathology (Fall: 3)**

*Prerequisite:* PY 444 or equivalent

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.

*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 561 Evaluation and Public Policy (Spring: 3)**

*Prerequisite:* ED 466 or consent of instructor

This course will examine the conceptual and practical aspects of evaluating social interventions, with an emphasis on integrated service models.

*George Madaus*

**ED/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 579 Educational Assessment of Learning Problems (Fall: 3)**

**Not open to Special Students**

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress. Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.

*Jean Mooney*

**ED 586 Children's Literature and Mathematics: Interdisciplinary Multicultural Perspectives (Spring: 3)**

**Offered Periodically**

This course explores the rationale and techniques for achieving curricular integration between mathematics and the language arts, and focuses specifically on multicultural concerns in teaching these subjects. It explores ways to assess, enhance, and write children's trade books, oral stories, dramatic plays, poetry, and songs. Finally, the course looks at ways to use math manipulatives, technology, literacy criticism, social games, and art materials.

*Michael Schiro*

**ED 587 Teaching and Learning Strategies (Spring: 3)**

*Prerequisite:* ED 579

**Not open to Special Students**

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.

*The Department*

**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 development, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.

*The Department*

**ED 593 Introduction to Speech and Language Disorders (Fall: 3)**

*Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)**

*Prerequisite:* ED 542 or equivalent

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.

*The Department*

**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). This 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.

*The Department*

**ED 610 Clinical Experience (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. This clinical experience covers the following graduate certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

**PY 611 Learning and Development: 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.

*The Department*

**ED 615 Teaching Across the Disciplines (Fall: 3)**

This course presents ways in which natural sciences, social studies, 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*

**PY 615 Social and Affective Processes Across the Life Span (Fall/Spring: 3)**

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

*The Department*

**PY 617 Learning and Cognition (Spring: 3)**

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. If different, whether cognitive development precedes learning hence making learning possible ("readiness" for learning) or learning precedes cognitive development and makes development possible (learning pushing cognitive development forward). Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.

*Joan Lucariello*

**ED 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 618 Finance and Facilities Management (Spring/Summer: 3)**

This course will provide basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes and relate them to educational planning.

*The Department*

**ED 619 Ethics and Equity in Education (Fall/Spring: 3)**

Students are asked to consider not only what should be done to create ethical and equitable school communities, but why the effort should be undertaken in a democratic society. Students analyze ethical issues in schools, employing various principles on the problems, develop a plan for building an ethical school, and examine the inequities in schools based on social class, religion, gender, race, ethnicity, language, and exceptionality.

*Joan Dobzanski*

**ED 620 Practicum in Supervision (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative

project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

**PY 620 Educational and Social Issues and Social Policy (Spring: 3)**

In this course, we examine a range of current social issues relevant to education and psychology and the social policies relating to those issues. Differing perspectives on policy analyses, the relation between research and policy, and the role of policy in advocacy will be discussed. Case examples of policies and the resulting programs will be analyzed with the view of examining the links among policy, research, and practice.

*The Department*

**ED 622 Practicum in School Principalship (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

**ED 623 Practicum in Superintendency (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project.

**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.

*Joseph O'Keefe, S.J.*

**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.

*The Department*

**ED/PY 633 The Impact of Psychosocial Issues on Learning (Spring: 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

See course description in the Theology Department.

*Thomas H. Groome*

**PY 638 Principles of Short Term Counseling (Spring: 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/Summer: 3)**

*Prerequisite:* Consent of instructor. Advance sign up in Counseling Psychology Office required.

**Limited to 20 students.**

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research.

*The Department*

**PY 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: 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 1,050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

**PY 644 Practicum in School Counseling, 5-12 (Fall: 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 1,050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

**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.

**PY 649 Health Psychology (Spring: 3)**

**Offered Periodically**

This course is an examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional, and social factors that contribute to wellness and illness will be addressed.

*The Department*

**PY 650 Clinical Experience/School Counseling (5-12) (Spring: 3)**

*Jennifer Murphy*

**ED 652 Practicum in Special Education Administration (Fall/Spring: 3)***Corequisite:* ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

**ED 656 Administration of Local School Systems (Fall: 3)  
Offered Periodically**

This course examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent (or other central office administrators including supervisors and directors) provide effective leadership to a school system? What are the issues s/he must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

*Irwin Blumer***PY 662 Projective Assessment (Spring: 3)***Prerequisite:* PY 464**Limited to doctoral students in Counseling Psychology, although others 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 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 669 Psychometric Theory (Spring: 3)***Prerequisite:* ED/PY 468 and ED/PY 469

This course presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory, and item response theory. Specific topics include Rasch model one-parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

*Larry Ludlow***ED 673 Fostering Faith Across the Life Cycle (Fall: 3)****Cross listed with TH 593**

See course description in the Theology Department.

*Jane Regan***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 professionals, 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.

*The Department***ED 676 Issues in School Leadership: Private and Public Sectors (Summer: 3)***Prerequisite:* By arrangement

This course examines the challenges of recruiting and retaining excellent teachers for Catholic schools. It examines research about the teacher shortage on public, private and charter schools; familiarizes students with current literature about on-going teacher formation; and spotlights effective programs nationwide. The latter will be presented in conjunction with the Conversations in Excellence Conference, the annual meeting of SPICE (Selected Programs for Improving Catholic Education, a joint initiative of Boston College and the National Catholic Education Association). Course content includes case studies, approved readings, a research paper, and presentation from national experts in the field.

*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 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 706 Philosophy of Education (Spring: 3)**

This course examines the philosophical foundations of higher education in America, the underlying principles of liberal education and the nature of knowledge—how classical, modern and post-modern theories have impacted college and university curricula, pedagogy, academic freedom, and research. It considers the roots, tensions and controversies surrounding the democratic character of American education, especially as it related to Jeffersonian and Jacksonian ideals, and meritocratic and egalitarian principles; the university and political neutrality; academic freedom and speech codes; the place of feminist scholarship in the academy; and scientific research and the public good.

*The Department*

**ED 708 Contemporary Issues in Higher Education (Spring: 3)**

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as: 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.

*The Department*

**ED 709 Research on Teaching (Fall: 3)**

This course is designed to introduce Ph.D. students to conceptual and empirical teachers and teaching as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development.

*The Department*

**ED 711 Historical and Political Contexts of Curriculum (Spring: 3)**

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.

*The Department*

**PY 714 Advanced Research Methods in Counseling, Developmental and Educational Psychology (Fall: 3)**

This course is intended to be taken in conjunction with PY 667 and parallels a discussion of research design along with material from the statistics course. Students design research projects, analyze data, and apply learned statistical concepts. Focus is on methods involved in the identification and measurement of change (i.e., resulting from interventions, as a consequence of ontogenetic development across the life-span, or in relation to institutional influences deriving from schools). Topics discussed include: multivariate versus univariate analyses of change; the nature of developmentally-sensitive research designs; classical versus developmental issues in test theory; techniques pertinent to establishing measurement equivalence.

*The Department*

**ED 720 Curriculum Leadership (Fall/Spring: 3)**

This course focuses on a historical overview of the major curriculum approaches; introduces students to key theories about leadership of organizations and organizational change; and introduces

students to key principles in standards-driven reform. Students will use this knowledge to (1) refine their personal philosophies of curriculum leadership, and (2) create a strategic plan for improving instruction and closing the achievement gap in a school community.

*Janice Jackson*

**ED 735 Evangelizing Catechesis (Spring: 3)**

**Cross listed with TH 901**

See course description in the Theology Department.

*Jane Regan*

**PY 740 Topics in the Psychology of Women (Spring: 3)**

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. First half of course examines and critiques major themes that have emerged in the field over the last three decades; and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. Second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. Course designed for developmental and counseling psychology graduate students.

*Lisa Goodman*

**PY 741 Advanced Seminar in Psychopathology (Spring: 3)**

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

*Mary Walsh*

**PY 743 Counseling Families (Fall/Spring/Summer: 3)**

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

*The Department*

**PY 744 Psychology of Aging (Spring: 3)**

**Offered Periodically**

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*

**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 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; and affirmative action issues; and others.

*The Department*

**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: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Kevin Duffy*

**ED 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 (Spring: 3)**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. 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/Spring: 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 785 Classroom Management: Strategies for Avoiding Conflict (Summer: 3)**

This five-day institute will examine issues of prevention and intervention for conflict and disruption in the classroom. Participants will engage in activities that question and critique assumptions and beliefs about diversity, discipline, power, effective management practices, instructional strategies and collaborative approaches to teaching and learning will be emphasized.

*The Department*

**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.

**ED 807 The Academic Profession (Fall: 3)**

The academic profession is examined from a sociological, cultural, and international perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession.

*Philip Altbach*

**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 (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.

*Peter AivAsian*

**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*

*Jane E. Regan*

*Thomas Groome*



**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 (Fall: 3)**

**Doctoral students in Counseling Psychology only**

The purpose of this course is threefold; first, to examine critically certain basic issues and concepts that must be handled by any theory of counseling; second, to outline cultural factors mediating between reality and theory; and third, to apply those concepts in the analysis of contemporary theories of counseling and psychotherapy. Issues include the concept of the person, the logic of explanation in counseling theory, the purpose of living, the self, emotion, rationality, freedom and determinism, values and morals, and therapeutic change.

*Etiony Aldarondo*

**PY 843 Seminar in Career Development (Spring: 3)**

*Prerequisite:* PY 448 or equivalent

**Offered Periodically**

This course is an advanced seminar on career development theory and research. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, people with disabilities, and non-college youth. The overall course objective is to review and critique the existing literature as it relates to the assumptions underlying various theoretical approaches to career behavior and development, the empirical support for theoretical constructs, and the empirical efforts related to career interventions. Psychological, sociological, and sociopolitical perspectives are used in accomplishing course goals.

*James Mahalik*

**PY 844 Seminar in Counseling Supervision and Consultation (Fall/Spring: 3)**

Designed to provide advanced Counseling Psychology doctoral students with the theoretical knowledge and practical experience necessary to become skilled and effective counseling supervisors and psychological consultants. The course meets for the full academic year; classes are held every other week. Students will examine the current theoretical/empirical research in supervision and consultation, and engage in discussions and experiences designed to develop basic supervisory and consultation skills. An experiential component is required, and involves a 2-hour per week field placement where students will supervise Masters-level counseling students and provide psychological consultation in community-based programs serving ethnic minority, low-income children and their families.

*The Department*

**PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 1)**

**2 credits in the spring semester**

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

*The Department*

**PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)**

*Prerequisites:* 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.**

**By arrangement.**

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.

*The Department*

**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.

*Robert Starratt*

**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.

*Joseph O'Keefe, S.J.*

**ED 858 Readings and Research (Fall/Spring: 3)**

*Carol Pelletier*

**ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring: 3)**

*Prerequisite:* Faculty member approval

**By arrangement.**

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

**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 874 Organizational Decision Making in Higher Education (Spring: 3)**

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

*Ted I.K. Youn*

**PY 879 Introduction to Psychoanalysis (Fall: 3)**

Cross listed with UN 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

See course description in the University Courses section.

*W.W. Meissner, S.J.*

**ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)**

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (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.

**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.

**ED 901 Urban Catholic Teacher Corps (Fall/Spring/Summer: 0)  
Open only to teachers participating in the Urban Catholic Teacher Corps program.**

See Urban Catholic Teacher Corps program brochure for details or contact the program office at 617-552-0602.

**PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

**By arrangement.**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. *The Department*

**ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

**By arrangement.**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

*The Department*

**PY 912 Participatory Action Research: Gender, Race and Power (Fall: 3)**

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

*M. Brinton Lykes*

**PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)**

This course provides an introduction to multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). We pay particular attention to race, class, and gender as sociocultural contexts important for the critical analysis of the relationships of culture and psychology. The course also explores the implications of these contexts for intercultural collaboration and action.

*Janet Helms*

**PY 916 Applied Infant and Child Development: Theories and Research (Fall: 3)**

Limited to 15 students

This seminar focuses on both classic and current theories of infant and child development. Historical, philosophical, and conceptual foundations of theories are discussed. Current empirical applied work deriving from specific theoretical perspectives will be analyzed. Students will participate in a limited practicum experience in a setting relevant to child development for the duration of the course. Discussion of the experiences will consider their relation to theory, research, and practice.

*The Department*

**PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)**

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development, across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

*The Department*

**ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring: 3)**

*Prerequisite:* Faculty member approval

**By arrangement.**

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*The Department*

## EDUCATION

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**ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**

IREPM Course

**Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.**

See course description under the Institute of Religious Education and Pastoral Ministry.

*Jane E. Regan*

**PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*The Department*

**ED 950 Dissertation Seminar: PSAP (Fall: 3)**

**ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)**

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*The Department*

**ED 953 Instructional Supervision (Spring: 3)**

This course introduces students to many of the contested issues in the field of supervision such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral activity, as a community nested activity, as an artistic activity, as a motivating activity, and as a collaborative activity. Throughout the course we will stress the need for a restructuring of supervision as an institutional process.

*The Department*

**ED 956 Advanced Seminar: Law and Elementary and Secondary Education (Spring: 3)**

*Prerequisite:* ED 705 or consent of instructor

This seminar focuses on legal, policy, and ethical issues that affect preschool, elementary, secondary, and special education in the United States. The primary focus will be upon contemporary legal issues confronting educators, including such issues as access to education reform laws and their impact on curriculum and instruction; charter schools; equal educational opportunity; curriculum control; school finance; high-stakes testing programs; and student, teacher, administrator, and parental rights.

*Diana Pullin*

**ED 958 Internship in Educational Administration (Spring: 6)**

*Irwin Blumer*

*Joan Dobzanski*

*Elizabeth Twomey*

**ED 960 Seminar in Educational Measurement and Research (Fall: 3)**

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

*Walter Haney*

**ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)**  
**Restricted to M.A. and Ph.D. students in Higher Education**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Kevin Duffy*

**ED 976 Symposium in Higher Education (Fall: 3)**  
**For Administrative Fellows in Higher Education**

A guided practicum experience for Administrative Fellows in Higher Education, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Karen Arnold*

**ED/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. It also houses a greatly expanded Office of Career Services and student organization spaces, including the Curtin Public Interest Center. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

## REGISTRATION FOR BAR EXAMINATION

Students 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.

## DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

The Carroll School of Management and the Law School at Boston College have a dual J.D./ M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

## DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

## DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. or M.A.) and the Juris Doctor (J.D.) 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 Lynch School of Education for that certification/licensure.

## OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to Confirmation of Registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

## LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

## INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [bcclawadm@bc.edu](mailto:bcclawadm@bc.edu). Course descriptions and scheduling information are also available at the BCLS web site: <http://www.bc.edu/lawschool>.

*Faculty*

- Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia
- John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania
- Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University
- Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago
- Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University
- 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
- 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
- Ingrid Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary
- Ruth-Arlene W. Howe**, *Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College
- Sanford N. Katz**, *Libby Professor*; A.B., Boston University; J.D., University of Chicago
- Thomas C. Kohler**, *Professor*; A.B., Michigan State University; J.D., Wayne State University
- Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame
- Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan
- James R. Repetti**, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College
- James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University
- Aviam Soifer**, *Professor*; B.A., M. Urban Studies; J.D., Yale University
- Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago
- Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
- David A. Wirth**, *Professor*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
- Alfred C.C. Yen**, *Professor*; B.S., M.A., Stanford University; J.D., Harvard University
- Mary S. Bilder**, *Associate Professor*; B.A. University of Wisconsin, Madison; A.M., J.D., Ph.D., Harvard University
- Anthony Farley**, *Associate Professor*; B.A., University of Virginia; J.D., Harvard University
- Frank Garcia**, *Associate Professor*; B.A., Reed College; J.D., Michigan Law School
- 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
- Ray Madoff**, *Associate Professor*; A.B. Brown University; J.D., LL.M., New York University
- 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
- Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research and Writing*; B.A., University of Michigan; J.D., University of Chicago
- Sharon Beckman**, *Assistant Professor*; A.B., Harvard University; J.D., University of Michigan Law School
- Mary Ann Chirba-Martin**, *Assistant Professor of Legal Reasoning, Research and Writing*; B.A., Colgate University; J.D., Boston College
- Pamela Smith**, *Assistant Professor*; B.S., Devry Institute of Technology; M.B.A., St. Thomas University; J.D., Tulane University Law School
- Paul Tremblay**, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles
- Joan Blum**, *Associate Professor of Legal Reasoning, Research and Writing*; A.B., Radcliffe College; J.D., Columbia University
- Leslie Espinoza**, *Associate Clinical Professor*; B.A., University of Redlands; J.D., Harvard University
- Jane K. Gionfriddo**, *Associate Professor of Legal Reasoning, Research and Writing*; B.A., Wesleyan University; J.D., Boston University
- Alan Minuskin**, *Associate Clinical Professor*; B.A., University of Miami; J.D., New England School of Law
- Francine T. Sherman**, *Adjunct Professor*; B.A., University of Missouri; J.D., Boston College
- Daniel Barnett**, *Associate Professor of Legal Reasoning, Research and Writing*; B.A., J.D., University of the Pacific
- Elisabeth Keller**, *Associate Professor of Legal Reasoning, Research and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University
- Daniel Kanstrom**, *Associate Clinical Professor*; B.A., State University of New York, Binghamton; J.D., Northeastern University
- Evangeline Sarda**, *Assistant Clinical Professor*; B.A., Yale University; J.D., Columbia University
- Carwina Weng**, *Assistant Clinical Professor*; B.A., Yale University; J.D., New York University School of Law
- Joseph Liu**, *Assistant Professor*; B.A., Yale University; J.D., Columbia Law School; L.L.M., Harvard Law School

# Wallace E. Carroll School of Management

## UNDERGRADUATE WALLACE E. CARROLL SCHOOL OF MANAGEMENT

### MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

### Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

### Information for First Year Students

In most ways, the first year in The Carroll School of Management resembles the first year in The College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the

University section); the study of courses required in the Management core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year. We also recommend that students complete MC 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the university's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

### Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 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.

### **Arts and Sciences Majors**

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

### **International Study**

Studying and living in another country enable students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America and Eastern Europe, among others. See elsewhere in this catalog for a full listing. The Director of International Programs is Prof. Marian St. Onge, Hovey House.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from Prof. David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 average.

### **SPECIAL PROGRAMS**

#### **Management Honors Program**

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

Honors students enroll in Honors sections of Management core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

#### **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.

### **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.

## **GRADUATE PROGRAMS OF THE CARROLL SCHOOL OF MANAGEMENT**

### **INTRODUCTION**

Boston College's Carroll School of Management Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in 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. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a Concentration in Finance and the Ph.D. in Management with a Concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 17 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and 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 for students who wish to specialize in functional areas of management are offered in: Accounting, Economics, Finance, Management of Information Technology, Marketing, Organization Studies, Operations Management, and Strategic Management. In addition, cross-functional "Specialty Concentrations" are available in: Consulting, Development of New Ventures and Entrepreneurship, International Management, Management of Financial Service Institutions and Management of Technology. New "Techno Concentrations" are available in the fol-

lowing areas: Financial Information Management, Information Technology Venturing, Managing Information-Intensive Change, Technology Based Marketing, and Technology Strategies.

**M.B.A. Curriculum**

**Full-Time Program**

**Management Practice Courses**

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MM 740 Management Practice III: Strategy and Info. Systems (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)
- MM 725 Managing in the Global Environment (1 credit)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)

**Core Electives**

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resource Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Special Topics: M.B.A. Core
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing

**Electives**

- 6 Electives (3 credits each)

**Evening Program**

**Management Practice Courses**

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

**Core Courses**

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 703 Computer Information Systems (3 credits)
- MD 700 Economics (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

**Dual Degree Programs**

In response to the growing interest in combining management education with study in non-business fields, The Carroll School of

Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the 17 dual degree programs:

- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- 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.)
- 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 French Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in 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.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (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 Carroll 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 firsthand how business is conducted at some of the world's leading corporations. Students have the choice of two exciting IME options: Europe and Asia.

**International Dual Degree**

The M.B.A./Diplome de Formation International is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn an M.B.A. from Boston College and a Diplome de Formation International, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.



**Other Study Abroad Opportunities**

The Boston College Carroll School of Management links students with top management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China-Beijing International Management Center, Peking University, Beijing
- France-ESC Brest, ESC Bordeaux and ESC Clermont
- Ireland-Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

**Special Study**

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

**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 Director of Graduate Curriculum and Research.

**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. in Finance) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools and concepts in finance provides students with a foundation for advanced work in corporate finance, investments and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

**M.S. in Finance Curriculum**

- MF 801 Investments
- MF 807 Corporate Finance

- MF 808 Financial Policy
- MF 820 Commercial Banks and Other Financial Institutions  
OR MF 616 Investment Banking
- MF 852 Financial Econometrics
- MF 860 Derivatives and Risk Management
- MF 880 Fixed Income Analysis OR MF 803 Portfolio 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 Commercial Banks and Other Financial Institutions
- MF 863 Ph.D. Seminar: Asset Pricing
- MF 880 Fixed Income Analysis
- MF 891 Ph.D. Seminar: Corporate Finance
- MF 892 Ph.D. Seminar: Workshop in Teaching
- EC 720 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 741 Microeconomic Theory II
- EC 760 Econometrics I
- EC 761 Econometrics II
- EC 770 Statistics
- 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 Statistical Analysis I
- SC 703 Statistical Analysis II
- MB 870 Qualitative Research Methods
- MB 871 Quantitative Research Methods
- MB 872, 873 Research Seminar I and II
- MB 874 Social Network Analysis
- MB 880 Action Research Methods
- 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 of a 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, a student is eligible to receive advanced standing credit. In unusual circumstances, a student will be given the opportunity to demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

**Graduate and Professional Course Work**

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of 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 Carroll School of Management offers a dual degree, concentration or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, certain linguistics, sociology and engineering). Advanced standing for graduate degrees are granted only to accepted students with master's or doctorates from nationally accredited, established programs in the U.S.

***Transfer Policy***

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Director of Graduate Curriculum and Research to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

***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 Associate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia or New Zealand. The minimum score on the TOEFL is 600 (or 250 on computer-based scores). An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program and one year for the M.S. in Finance program. Prospective international students with particular questions may wish to contact: Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467, USA; telephone: 617-552-8005; fax: 617-552-3473.

**Financial Assistance****Graduate Assistantships and Scholarships**

The Carroll School of Management offers a number of assistantships and scholarships to full-time M.B.A., M.S. in Finance and dual M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards. Awardees usually have two or more years of full-time work experience, 650 or above on the GMAT, 3.3 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. and M.S. in Finance programs by March 1. Applicants to the M.S. in Finance Full-Time January enrollment period must submit these materials by October 15.

Graduate assistantships involve research or administrative duties in exchange for a stipend. M.B.A. assistantships are generally 8-hour per week assignments. M.S. in Finance assistantships are generally 8-16 hour per week assignments.

Assistantships are available to both domestic and international applicants and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Decisions regarding assistantships and scholarships are made in April and May for September admission and in October and November 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 Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

**CAREER SERVICES AND PLACEMENT**

The Office of Graduate Management Career Services supports students in achieving their career goals through placement initiatives, career coaching, recruiting and other services. At the same time, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: 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 (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

**FOR MORE INFORMATION**

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Programs Courses, Faculty and Academic Policies guide. Information is also available 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, 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, 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, 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 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. Module 1 also introduces a series of workshops which continues throughout the semester. During these 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. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship and business planning; and (2) developing the diagnostic, analytical and problem solving skills necessary in successful modern organizations. Leadership continues as an important component of this module. A series of work-

shops explores several emerging perspectives of leadership in order to prepare students to assume managerial roles in which they will build new organizations.

*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)**

Emphasis is on case and field-based analysis and integration of technology issues and applications with strategic decision making. 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 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).

*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., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University  
**Arnold Wright**, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.  
**Jeffrey R. Cohen**, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.  
**Louis S. Corsini**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., 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*; Chairperson of the Department; 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  
**Andrea A. Roberts**, *Assistant Professor*; B.S., Tucson State University; Ph.D., George Washington University  
**Susan Z. Shu**, *Assistant Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester  
**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**

**Junior Year**

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)

**Senior Year**

- MA 405 Federal Taxation
- MA 320 Accounting Information Systems (may be taken in junior year)

**Electives**

- MA 309 Audit & Other Assurance Services

- MA 351 Financial Statement Analysis
- MA 399 Directed Readings
- MA 401 Financial Accounting Standards and Theory III
- MA 402 Theory and Contemporary Issues in Accounting
- MA 408 Financial Auditing

**Dual Concentration in Accounting and Information Technology**

Information Technology (IT) has clearly had and will continue to have a profound effect on business entities. Employers continually emphasize the value of professionals who both “understand business” and IT. IT people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful. This 6 course program (4 required courses and 2 electives) is designed for students interested in either the consulting divisions of professional services firms or in the accounting or IT departments of companies. Students are advised to see a faculty advisor(s) in accounting, computer science, or operations and strategic management in selecting appropriate electives.

**Junior Year**

- MA 301 Financial Accounting Standards and Theory I
- MC 140 Computer Science I
- MA 320 Accounting Information Systems
- MD 240 Management Information Systems

**Senior Year**

- Accounting elective
- Information Technology elective (choose one)
  - MC 141 Computer Science II
  - MC 252 Systems Analysis
  - MC 254 Business Systems
  - MC 253 Electronic Commerce

**Dual Concentration in Accounting and Information Systems**

The dramatic impact of information technology has led many noted individuals to label this as the “information age.” To be competitive, business entities must use information as a strategic resource, and the accounting system is an integral part of a company’s management information system. As such, there is great demand for individuals with both accounting and information technology skills. As such, students may wish to gain this inter-disciplinary background by pursuing a dual concentration in accounting and information systems. The dual concentration (8 courses) requires the completion of the requirements for the accounting concentration plus the following 3 additional courses:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems

MA 320 Accounting Information Systems is considered a joint accounting and information systems course and included as an elective under the information systems concentration.

**Information for Study Abroad**

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Cost Accounting and Accounting Information Systems, but in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators should meet with Professor Ron Pawliczek to plan their study abroad programs and to obtain course approvals.

**C.P.A. Recommendations**

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page for more details.

**Undergraduate Course Offerings**

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

**MA 021 Financial Accounting (Fall/Spring: 3)**

This course develops an understanding of the basic elements of financial accounting and 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. Students are required to use the internet to conduct a financial statement analysis project.

*The Department*

**MA 022 Managerial Accounting (Fall/Spring: 3)**

*Prerequisite:* MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

*The Department*

**MA 031 Financial Accounting Honors (Fall: 3)**

*Louis Corsini*

**MA 032 Managerial Accounting Honors (Spring: 3)**

*Louis Corsini*

**MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)**

*Prerequisite:* MA 022

This first course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

*Lou Corsini*

*Ron Pawliczek*

**MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)**

*Prerequisite:* MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders’ equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Ron Pawliczek*

*Gil Manzon*

**MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)**

*Prerequisite:* MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized. A case approach is used.

*Jeffrey Cohen*

*Dan Daly*

**MA 309 Audit and Other Assurance Services (Fall/Spring: 3)**

*Prerequisite:* MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. 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.

*Theresa Hammond*

**MA 351 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisite:* MA 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Billy Soo*

**MA 399 Directed Readings (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.

*Greg Trompeter*

**MA 401 Financial Accounting Standards and Theory III**

**(Fall/Spring: 3)**

*Prerequisite:* MA 302

This course examines accounting for non-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.

*Ron Pawliczek*

**MA 402 Theory and Contemporary Issues in Accounting**

**(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.

*The Department*

**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.

*Edward Taylor*

**Graduate Course Offerings**

**MA 701 Accounting (Fall/Spring/Summer: 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.

*Ron Pawliczek*

*Ken Schwartz*

*Susan Shu*

**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.

*Pete Wilson*

**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.

*Pete Wilson*

**MA 802 Strategic Cost and Management Control (Summer: 3)**

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

**MA 803 Taxes and Management Decisions (Spring: 3)**

*Prerequisite:* MA 701 or MA 713 Accounting

This course provides students with a framework for tax planning. In this framework taxes are viewed simply as one of the many costs of doing business. However, it is stressed that the cost of taxation may vary across different businesses, across time and different tax regimes. Specific applications of the framework integrate concepts from finance, economics, and accounting help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

*Gil Manzon*

**MA 804 Financial Statement Analysis (Fall/Spring/Summer: 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.

*Billy Soo*

**MA 894 Accounting Issues-Venture Capital Firms (Fall: 3)**

*Prerequisite:* MA701 or MA713

Using lecture and case study, this course will focus on issues related to fundraising and commencing operations. Students will review accounting for preferred and common stock, various debt financing instruments, cash management, and budgeting for a start-up. The students will study the impact of stock options on a small company's financial statements. Other topics covered will include accounting for leases, intellectual property, software development costs, business combinations, and revenue recognition. The course will also incorporate tax issues where appropriate and the IPO process.

*Pete DiCarlo*

**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.

*Daniel Archabal*

*George Neble*

**MA 896 Advanced Topics/Risk Management (Spring: 3)**

The primary role of managerial accounting is to assist management to stay in control and to mitigate risk. This course uses selected readings, case analyses and class discussions to focus on the identification, mitigation and control of operational, financial and compliance risk. Topics include risk identification and categorization; risk management and mitigation tools; internal controls; strategy, budgeting and planning; communications, monitoring and reporting; and entity governance.

*Vincent O'Reilly*

**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.

*Greg Trompeter*

**MA 898 Directed Research (Fall/Spring: 3)**

*Gregory Trompeter*

**MA 899 Directed Research in Accounting (Fall/Spring: 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.

*Greg Trompeter*

**Business Law****Faculty**

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University  
**Christine O'Brien**, *Professor*; B.A., J.D., Boston College  
**David P. Twomey**, *Professor*; Chairperson of the Department; B.S., J.D., Boston College; M.B.A., University of Massachusetts  
**Stephanie M. Greene**, *Assistant Professor*; B.A., Princeton University; M.A., J.D., Boston College

**Undergraduate Program Description**

The Department of Business Law in the Wallace E. Carroll School of Management does not offer a separate major or concentration. The courses taught by the Department of Business Law are designed to give students the basics of legal procedures and the legal environment of business. The students in the Carroll School of Management are required to take Law I—Introduction to Law. This course covers the legal system, the sources of law, the regulatory environment of business including antitrust and employment law, securities regulation, and the international trade environment, and contract law. Other elective courses are offered to students who have special interest in various fields of business law or are planning to enroll in a law school in the future.

**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. Important provisions of the U.S. Constitution are reviewed. This course includes an examination of the substantive law of contracts, from formation requirements to remedies for breach of contract. Antitrust law, securities regulation, environmental law, and employment and labor law illustrate the regulatory role of the administrative agency on business and society. Legal aspects of international business and intellectual property rights are examined in these increasingly important areas.

*The Department*

**MJ 022 Law II—Business Law (Fall/Spring: 3)**

*Prerequisite:* MJ 021

**Recommended for Accounting and Marketing students and for Pre-Law students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.**

The course complements the Law I—Introduction to Law course, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of personal and intellectual property; bailments; agency; various forms of business organizations including general and limited partnerships, corporations, and LLCs; bankruptcy, wills, trusts and estates, and accountants' liability are discussed.

*The Department*

**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.

*Stephanie Greene*

**MJ 147 Constitutional Law (Fall: 3)**

The 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 religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

*Angela Lowell*

**MJ 148 International Law (Fall: 3)**

The course examines the legal relationships between individuals, business enterprises and governments in the world community. Sources of international law, international organizations, and commercial agreements are studied in depth to evaluate and manage risk in international transactions. A substantial portion of the course is devoted to laws, organizations, and treaties governing world trade, including regional alliances such as the EU and NAFTA as well as the WTO.

*Stephanie Greene*

**MJ 152 Labor and Employment Law (Fall/Spring: 3)**

Introductory considerations pertaining to organized labor in our society are examined including the process of establishing collective bargaining, representation and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of 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. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as is the developing law of employee privacy.

*David P. Twomey*

**MJ 154 Insurance (Spring: 3)**

The structure and organization of different types of insurance policies, including life, property and casualty policies, will be examined and the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The pervasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry, will be examined carefully.

*Richard Powers*

**MJ 156 Real Estate (Fall/Spring: 3)**

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

*Frank J. Parker, S. J.*

*Richard J. Monahan*

**Undergraduate and Graduate Course Offerings****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 off-shore haven to assist their domestic American businesses.

*Frank J. Parker, S.J.*

**MJ 631 African Business (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

*Frank J. Parker, S.J.*

**Graduate Course Offerings****MJ 727 Managing the Legal Environment of Business (Spring: 2) Core Elective**

The course provides students with both a broad and detailed understanding of how the legal environment affects business. Topics such as torts, contracts, the regulation of employment, securities, and intellectual property are presented through case analysis. The course also involves classroom exercises in which students participate in the dispute resolution process or moot court argument.

*Stephanie Greene*

**MJ 807 Advanced Topics: Cyberlaw (Fall: 3)**

This graduate course in business law examines the legal issues and challenges created by the rapid emergence of the internet and e-commerce. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Guest speakers from industry will be utilized. Topics discussed in this dynamic area include: business and government functions that have migrated to the internet; contracting; privacy; information security; copyrights; trademarks; patents; obscenity; defamation; crime; international law; securities offerings; jurisdiction; and tax issues.

*Margo E. K. Reder*

**MJ 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.

*Frank J. Parker, S.J.*

**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

**Robert Muller**, *Associate Professor*; Chairperson of the Department; A.B., M.S., Indiana University; Ph.D., Boston 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*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**Sergio Alvarez**, *Assistant Professor*; B.S. Universidad Javeriana; M.S. Universidad de los Andes; Ph.D., University of Maryland

**Elizabeth Borowsky**, *Assistant Professor*; B.A., Williams College; M.S., Ph.D., University of California, Los Angeles

**Ambitabha Roy**, *Assistant Professor*; B.Tech, Indian Institute of Technology; M.S., Ph.D., University of Oregon

**William G. Ames**, *Lecturer*; M.S., University of Michigan

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

**John Spang**, *Lecturer and Executive Director of Information Technology*; B.A., St. John's Seminary College; M.B.A., Suffolk University; M.S.C.S., Boston College

**Ian Westmacott**, *Lecturer*; B.S., Suffolk University; M.S., Boston University; Ph.D., (cand.) Boston University

#### Departmental Notes

- Department Secretary: Jane Costello, 617-552-3975, jane.costello@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

#### Program Description

The Computer Science Department offers two concentration programs for the students in the Carroll School of Management, Information Systems and Computer Science. 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 about this program can 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 Accounting, Finance, or Marketing. The IS concentration consists of four courses beyond MC 021, including three required courses and an elective:

- MC 201 Introduction to Programming for Management **or** MC 140 Computer Science I **or** MC 101 Computer Science I (Students in the class of 2006 or above are required to take MC 201. Students in classes prior to 2006 who have not yet taken MC 140 or MC 101 are advised to take MC 201.)
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any other Computer Science course numbered 100 and above or MD 240 or MD 253 or MA 320

#### 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 as well as positions in information technology management. Students interested in pursuing graduate study in Computer Science should consider the Computer Science major program offered in the College of Arts and Sciences.

The CS concentration consists of five courses beyond MC 021, including three required courses and two electives:

- Computer Science I (MC 101 or MC 140 but not both)
- Computer Science II (MC 102 or MC 141 but not both)
- 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 Sciences courses. However, all MC courses taken by students in CSOM are CSOM-credit courses and all MC courses taken by students in Arts and Sciences are A&S-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: 3)

This is a gentle survey of computer science intended for those students who know little to nothing about computing. Topics are chosen from the following: common computer applications, an introduction to programming, the World Wide Web, and a look at some state-of-the-art trends in computer science. This is a hands-on course with weekly exercises on a computer. 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.

*Peter Kugel*

*Robert Signorile*

#### MC 101 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 Java 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 organiza-

tion, files, and some algorithms of fundamental importance. This course cannot be taken for credit for anyone who has taken MC 140 or MC 141.

*The Department*

**MC 102 Computer Science II (Fall/Spring: 3)**

*Prerequisite:* MC 101

**Credit for this course and MC 141 will not be granted.**

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming. This course cannot be taken for credit for anyone who has taken MC 140 or MC 141.

*The Department*

**MC 103 Computer Science III (Fall: 3)**

*Prerequisite:* MC 102

This course will focus on the design, testing and implementation of computer programs using the computer language C and the UNIX operating system. Credit for this course and MC 141 will not be granted.

*The Department*

**MC 130 Introduction to Scientific Computation (Fall: 3)**

**This course is required for students minoring in Scientific Computation.**

An introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization and data visualization.

*The Department*

**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.

*The Department*

**MC 201 Introduction to Programming for Management (Fall: 3)**

*Prerequisite:* MC 021

**Required for students in the Carroll School of Management who are concentrating in Information Systems.**

An introductory programming course for students interested in management applications. Using the Visual Basic programming language, students will learn to develop stand-alone applications as well as software that works with Excel and in Web pages.

*Edward Sciore*

*James Gips*

**MC 248 Discrete Mathematics (Fall/Spring: 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.

*The Department*

**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*

**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;" people who have the knowledge and skills to use the computer to their advantage in any business situation.

*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 363 Computer Networks (Spring: 3)**

*Prerequisite:* MC 141

This course studies problems encountered in designing data communication networks and techniques for solving them. Topics

include: computer communication network structure, resource sharing, computer traffic characteristics, network delay and analysis, network design methodologies, routing and flow control, network measurements, capacity assignments, and network simulation. Coursework involves a significant amount of C programming.

*Robert Signorile*

**MC 366 Principles of Programming Languages (Fall: 3)**

*Prerequisite:* MC 102 or 141, MC 248, MC 160

An introduction to the design, specification and implementation of high-level programming languages. Starting with a simple language of expressions, the course develops a sequence of progressively more expressive programming languages keeping in mind the conflicting constraints between the expressiveness of the language and the requirement that it be reliably and efficiently implemented. The course focuses on these essential concepts and the run-time behavior of programs. Type systems play an essential role. By understanding the concepts the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

*Robert Muller*

**MC 371 Compilers (Fall: 3)**

*Prerequisite:* MC 366 and either MC 160 or permission of instructor

Compilers are programs that make high level programming languages, like C and COBOL possible, by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. Topics include semantic analysis, translation, and code optimization.

*Robert Muller*

**MC 372 Computer Architecture (Fall: 3)**

*Prerequisite:* MC 160

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction set design (RISC versus CISC), digital technology, data path design, micro programming and control, computer arithmetic, memory structures and input/output.

*Robert Signorile*

**MC 374 Topics in Computer Science (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 375 Special Topics II (Spring: 3)**

*Edward Sciore*

**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.

*The Department*

**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, undecidable problems and computational complexity.

*Peter Clote*

**MC 397 Honors Thesis (Fall/Spring: 3)**

*Prerequisite:* Arrangements with a faculty supervisor and permission of the department.

Independent study project for students who want departmental honors.

*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 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 615 Computational Biology (Spring: 3)**

*Prerequisites:* Programming in C/C++ or Java, some probability theory, some background in biology.

**Cross listed with BI 507**

Introduction to computational molecular biology with focus on the development and implementation of efficient algorithms for problems generally related to genomics. Sample topics include sequence homology and alignment, phylogenetic tree construction methods ("All About Eve"), hidden Markov models and their applications (e.g., multiple sequence alignment, recognition of genes and promoter sequences), RNA secondary structure prediction, protein structure determination on lattice models, and the determination of DNA strand separation sites in duplication and replication events. The course will present all necessary concepts from molecular biology and probability theory, but requires good algorithm development and programming skills.

*Peter Clote*

**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 670 Technology and Culture (Fall: 3)**

**Cross listed with PL 670/SC 670**

See course description in the Sociology Department.

*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++.

*The Department*

*Graduate Course Offerings***MC 699 Topics in Computer Science (Spring: 3)**

*Prerequisites:* No formal prerequisite, but some experience with computers is helpful.

**This course will not be offered to A&S Computer Science majors and minors or CSOM Computer Science and Information Systems concentrators.**

This course is a rigorous introduction to programming with the Java programming language and the features of the Java platform that make it suitable for client/server development. A rapid introduction to Java as an object-oriented language will provide a foundation for developing programs that implement graphical user interfaces, event handling, database connectivity and client/server architecture.

*Steven Valin*

**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 inception 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 833 Telecommunications Management (Fall: 3)**

**Cross listed with MD 823**

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.

*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 896 Directed Readings in Information Systems (Fall/Spring: 3)**

*The Department*

**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*

**MC 899 Directed Research in Computer Science II (Fall/Spring: 3)**

*The Department*

**Economics***Undergraduate Program Description*

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory (EC 201-202) give a deeper analyt-

ical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (EC 131, 132), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), Economic Statistics (EC 151 or 155), 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. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131, 132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

**Finance***Faculty*

**Francis B. Campanella**, *Professor*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

**Clifford G. Holderness**, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edward J. Kane**, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Wayne Ferson**, *Professor*; B.A., M.B.A., Southern Methodist; M.A., Ph.D. Stanford

**Alicia Munnell**, *Drucker Professor*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Alan Marcus**, *Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Hassan Tehranian**, *Professor and Director, M.S./Finance Program*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**George A. Aragon**, *Associate Professor*; Chairperson of the Department; A.B., University of California at Los Angeles; D.B.A., Harvard University

**Elizabeth Strock Bagnani**, *Visiting Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

**Perluigi Balduzzi**, *Associate Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**Thomas Chemmanur**, *Associate Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

**Edith Hotchkiss**, *Associate Professor*; B.A., Dartmouth; Ph.D., New York University

**Philip Strahan**, *Associate Professor*; B.A., Amherst College; Ph.D. University of Chicago

**William J. Wilhelm**, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

**Evan Gatev**, *Assistant Professor*; B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University

**Eric Jacquier**, *Assistant Professor*; Ingenieur Supelec Ecole Supérieur 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

**Jun Qian**, *Assistant Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

**Michael Barry**, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Boston College

### Departmental Notes

- Department Secretary: Sandra Howe, 617-552-2005, sandra.howe.2@bc.edu
- Department Secretary: Alisa Maffei, 617-552-4647, alisa.maffei@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

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 Corporate Finance (*Prerequisite:* MF 021)
- MF 151 Investments (*Prerequisite:* MF 021)
- MF 225 Financial Policy (*Prerequisite:* MF 127)
- Student-selected departmental elective.

Students may select one of the following courses:

- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
- MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
- MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
- MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
- MF 207 Real Estate Finance (*Prerequisite:* MF 021)
- MF 230 International Finance (*Prerequisite:* MF 021)
- MF 235 Investment Banking (*Prerequisite:* MF 021)
- MF 299 Individual Directed Study (*Prerequisites:* MF 021, Senior status, 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 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

#### Information for Study Abroad

The department recommends that Basic Finance (MF 021) be taken at Boston College prior to studying abroad, which requires that the student will have taken Financial Accounting (MA 021), as well. The Finance Department encourages taking no more than one Finance course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

While the Finance Department encourages electives to be taken abroad, under special circumstances, major requirements may be taken as well. Programs such as the one offered at the London School of Economics, a full year program, provide the type of curriculum suitable for the Finance major's academic needs and are strongly recommended by the department. The Finance Depart-

ment also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required capstone Finance course (MF 225) at CSOM.

Students must meet with Elliott P. Smith, Fulton 437; 617-552-3969, before going abroad. When students wish to have a course considered they must bring a copy of the syllabus for approval. No course will be approved until a complete syllabus is presented. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires full, detailed copy of the syllabus.

### *Undergraduate Course Offerings*

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

#### **MF 021 Basic Finance (Fall/Spring: 3)**

*Prerequisite:* 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 100 Personal Financial Planning (Fall: 0)**

This course is a non-credit course offered strictly for personal enrichment. This course is open to CSOM entering freshmen on a first-come, first-served basis. The class will run for approximately 1 1/4 hours on the last 7 Tuesday afternoons of the fall semester. We propose to cover the following topics: balancing a checkbook, personal financial statements and budgeting, the time value of money, credit cards, consumer credit, personal and family insurance, taxes, fundamentals of investing, retirement planning, home buying and car buying.

*The Department*

#### **MF 127 Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* Management Core MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

*The Department*

#### **MF 132 Money and Capital Markets (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: 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 157 Management of Financial Institutions (Spring: 3)**

*Prerequisite:* MF 021

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

*The Department*

#### **MF 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 207 Real Estate Finance (Fall/Spring: 3)**

*Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department*

#### **MF 225 Financial Policy (Fall/Spring: 3)**

*Prerequisite:* MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (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.

*The Department*

**MF 299 Individual Directed Study (Fall/Spring: 3)**

Permission of the faculty member and the Department Chairperson must be given to a student of Senior status in the Carroll School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to 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: 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 616 Investment Banking (Fall/Spring: 3)**

*Prerequisite:* MF 021 Basic Finance (MF 151 or MF 801 is recommended.)

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*

**MF 625 Small Business Finance (Fall: 3)**

*Prerequisite:* MF 127 Corporate Finance

Small Business Finance is intended to provide a hands-on application of the theories, concepts, and underlying methodology of contemporary financial decision-making within the framework of the small business enterprise. The course will focus on developing a comprehensive understanding of the problems unique to the entrepreneur of a small enterprise, viewed through lectures, actual case studies, articles, and research projects relevant to the financial decision-making process of the young, emerging, and mature company.

*The Department*

**MF 627 Tax Effect/Managerial Decisions (Fall: 3)**

*Prerequisite:* MF021 or MF704 (MF127 and MF801 is recommended)

**Offered On An Occasional Basis**

This course is expected to be significantly comprised of open debate on the various methods available and used in tax planning minimization. The course discusses the tax implications of managerial decisions in the areas of organization, marketing, production, and finance. The federal income tax receives primary consideration, but state and foreign taxes are also discussed.

**MF 660 Corporate Financial Planning (Fall: 3)**

*Prerequisite:* MF 127 Corporate Finance

Corporate Financial Planning is the process by which the enterprise evaluates its alternative investment and financing strategies in order to achieve its objectives. Within the context of financial planning, the firm's costs and expenses will be examined to establish behavioral patterns, to be employed within the framework of cash planning and profit planning.

*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. Investors' 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)**

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

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: 3)**

*Prerequisite:* MF 704 or MF 722 (MF 801 and MK 705 or MK 721 also strongly recommended)

Concerns 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 strate-

gy. 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 (Fall/Spring: 3)**

*Prerequisite:* MF 801 and MF 852

This course has three broad objectives: (1) to examine relevant theories and empirical evidence pertaining to the construction, management, and evaluation of securities portfolios, (2) to provide exposure to the practical aspects of portfolio management, and (3) to help the student apply course concepts in a research project.

*The Department*

**MF 804 Advanced Topics: Venture Capital Field Studies (Spring: 3)**

*Prerequisite:* MF 802 and completion of the M.B.A. 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/Summer: 3)**

*Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department*

**MF 808 Financial Policy (Fall/Spring/Summer: 3)**

*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 815 E-banking (Fall:3)**

*The Department*

**MF 818 Financial Markets and Instruments (Spring/Summer: 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 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 825 Ph.D. Seminar: Information Theory and Game Theory in Finance (Spring: 3)**

*Prerequisites:* A basic understanding of information theory and game theory, such as is taught in EC 741.

This course will intersect with a number of areas of finance, in particular Corporate Finance, Financial Intermediation and Market Microstructure. The primary objective of the course is to learn how to develop, solve and interpret theoretical models of strategic behavior in financial markets.

*The Department*

**MF 831 International Financial Management (Fall/Spring/Summer: 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 835 Real Estate Investment Analysis (Fall: 3)**

*The Department*

**MF 852 Financial Econometrics (Fall/Spring/Summer: 3)**

*Prerequisite:* Introductory Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department*

**MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801

This course is reserved for special topics, offering advanced 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: Asset Pricing (Fall: 3)**

This course is for second year Ph.D. students of Finance. The course is intended to generate enthusiastic, high quality intellectual activity around the course material. More specifically, focusing on the development of skills that will help you become conversant enough with basic theory and the current literature on asset pricing that would permit to critically read and analyze papers in this area;



develop enough expertise in selected empirical methods in finance that you will be able to use these techniques in your research; and to find potential thesis topics.

*The Department*

**MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)**

MF 866 is a quantitative finance elective, designed for Finance majors interested in quantitative portfolio management. MF 866 investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include: Statistical analysis of risk and return, Optimal decision under risk: Portfolio theory, Implementation: forecasting returns, variance; data mining; equilibrium determination of expected returns (CAPM), the efficiency of financial markets; no-arbitrage based pricing: APT and factor models; portfolio performance evaluation; volatility in Financial Markets.

*The Department*

**MF 869 Fundamental Analysis (Fall: 3)**

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis and "the art of the management interview."

*The Department*

**MF 880 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MF 881 Corporate Finance Theory (Fall/Spring: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm; 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 (Spring: 3)**

*The Department*

**MF 893 Ph.D. Seminar: Capital Markets II (Spring: 3)**

*Prerequisite:* MF 890

The first part of this course will extend the materials treated in MF 890, covering continuous time finance literature published in the last five years. Applications of the continuous time machinery to corporate finance will be emphasized. In the second part, students will present recently published papers using the continuous time methodology.

*Yaacov Bergman*

**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***

The General Management concentration provides an avenue for the pursuit of cross-disciplinary studies of management, in the context of an integrated and rigorous curriculum.

Students choose to concentrate in this area for many reasons but it is especially attractive to those students who desire to pursue a cross-disciplinary approach to management or who are preparing for the management of a family business.

The Undergraduate Associate Dean coordinates the General Management concentration.

***Concentration in General Management***

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Please Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from the student's other CSOM concentration as they pursue General Management.

**Accounting**

*Required Courses:*

- MA 301 Financial Accounting Standards and Theory I

*Electives:*

Choose one from the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

**Computer Science**

*Required Course:*

- MC 201 Introduction to Programming for Management

*Electives:*

- MC 252 Systems Analysis
- MC 254 Business Systems

**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 161 Direct Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship
- 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 Technology Management**

*Required Courses:*

- MD 240 Management Information Systems
- MD 375 Operations and Competition

*Electives:*

- None

Students considering these options should discuss particular course selections with appropriate department faculty.

**Management Honors Program**

*Undergraduate Program Description*

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and have a desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics and MH 199 Senior Honors Thesis. These three courses are in addition to the 39-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.

*The Department*

**MH 100 Languages and Practices of Business (Spring: 0)**

*Richard Keeley*

**MH 126 Business and Professional Speaking (Fall/Spring: 3)**

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic 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.

*The Department*

**MH 150 CSOM Practicum(Fall/Spring: 1)**

*The Department*

**MH 199 Senior Honors Thesis (Fall/Spring: 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*

**Arch Woodside**, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

**Victoria L. Crittenden**, *Associate Professor*; Chairperson of the Department; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**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

**Elizabeth Wilson**, *Associate Professor*; B.S., M.S., University of South Carolina; Ph.D., Pennsylvania State 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, Chapel Hill

**Katherine N. Lemon**, *Assistant Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

**Jeffrey Lewin**, *Assistant Professor*; B.B.A., Florida State University; M.B.A., Florida Atlantic University; Ph.D., Georgia State University

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

**Keith Bernard**, *Adjunct Lecturer*; B.A. University of Massachusetts; M.B.A. Boston College

**Sandra J. Bravo**, *Adjunct Lecturer*; B.A., UMass North Dartmouth; M.B.A. Babson College

**Patricia Clarke**, *Adjunct Lecturer*; B.S. Boston College; M.B.A. Babson College

**Cathy Waters**, *Adjunct Lecturer*; B.S. University of Vermont; M.B.A. Boston College

#### Departmental Notes

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@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)
- Departmental Fax Number: 617-552-6677

#### Undergraduate Program Description

According to the American Marketing Association, marketing is “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.”

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

#### Concentration in Marketing

Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Electronic Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship; Innovation and Marketing in a New Venture
- MK 172 Marketing Ethics and Creative Thinking
- MK 180 Marketing Topics
- MK 258 Marketing Analysis

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a marketing professor to oversee the individual study prior to signing up for the course.

#### Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). A total of one course per semester taken at the international university can be allowed for major credit. Only major electives can be taken abroad. Students should meet with Victoria Crittenden, Chairperson, prior to going abroad.

#### Undergraduate Course Offerings

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

#### MK 021 Marketing Principles (Fall/Spring: 3)

This course will explore the basic concepts, principles and activities that are involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics.

*The Department*

#### MK 031 Marketing Principles/Honors(Fall: 3)

*Elizabeth Woodside*

#### MK 148 Services 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.

*Michael Brady*

#### MK 152 Consumer Behavior (Spring: 3)

*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (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.

*Maria Sannella*

#### MK 153 Retail/Wholesale Distribution (Fall/Spring: 3)

*Prerequisite:* MK021

This class focuses upon the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business to business perspective (e.g., how does the retailer decide which suppli-

er to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

*The Department*

**MK 154 Communication and Promotion (Fall/Spring: 3)**

*Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, 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.

*The Department*

**MK 157 Professional Selling and Sales Management (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 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.

*The Department*

**MK 158 Product Planning and Strategy (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 Electronic Marketing (Fall: 3)**

*Prerequisite:* MK 021

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers—particularly via the Web and via new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing. The course will incorporate a project, cases, guest speakers, exams, and lectures. Students should be challenged by the course, and should gain a solid understanding of the role of electronic marketing in today's fast-paced environment.

*The Department*

**MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall: 3)**

*Prerequisites:* MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective per-

sonnel 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 253 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*Michael Brady*

*Kim Schatzel*

**MK 256 Applied Marketing Management (Fall/Spring: 3)**

*Prerequisite:* MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

*John Hogan*

**MK 258 Advanced Market Analysis (Spring: 3)**

*Prerequisites:* MK 021, MK 253

MK 258 Market Analysis provides students with an in-depth view into the analysis of practical marketing data. The course integrates knowledge learned in MK 253 Marketing Research Methods and practical issues in marketing management. A range of multivariate techniques will be introduced (descriptive analysis, data reduction techniques, and predictive modeling) and students are expected to become proficient in data into marketing strategies using these analytical methods. The Statistical Package for the Social Sciences (SPSS) will be an integral part of the course and is packaged with the textbook.

**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/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis and the applications of research to the task of managing the marketing effort. Case projects developed.

*Michael Brady*

**MK 803 Product Planning and Strategy (Fall: 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.

*Arch Woodside*

**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.

*Victoria Crittenden*

**MK 808 Communication and Promotion (Fall: 3)**

*Prerequisite:* MK721 or MK705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications and how to manage the relationship between client and agency. The course

is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

*Gerald Smith*

**MK 813 Services Marketing (Spring: 3)**

*Prerequisite:* 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.

*The Department*

**MK 814 Pricing Policy/Strategy (Spring: 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*

**MK 897 Directed Readings (Fall/Spring: 3)**

*Victoria Crittenden*

**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

**Marta Geletkanycz**, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

**Samuel B. Graves**, *Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington 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

**Hassell McClellan**, *Associate Professor*; 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

**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 Gallaughier**, *Assistant Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Gregory Heim**, *Assistant Professor*; A.B., University of Chicago; Ph.D., University of Minnesota

**Nigel P. Melville**, *Assistant Professor*; B.S., University of California, Los Angeles; M.S., University of California, Santa Barbara; Ph.D., University of California, Irvine.

**Robert Sroufe**, *Assistant Professor*; B.S., Lake Superior State University; M.B.A., Ph.D., Michigan State University

**Mohan Subramaniam**, *Assistant Professor*; B.Tech, M.S. University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Paul Tallon**, *Assistant Professor*; B.C., M.M.S., University College Dublin; Ph.D., University of California, Irvine.

**McGowan, Richard, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware, M.Div., Th.M, Weston School of Theology, D.B.A., Boston University

**Martin K. Konan**, *Visiting Assistant Professor*; B.A., Boston College; M.A., Tufts University; Ph.D., Boston College

**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 and Director of the Honors Program*; B.S., M.B.A., Boston College

#### Departmental Notes

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- World Wide Web: [http://www.bc.edu/bc\\_org/avp/csom/departments](http://www.bc.edu/bc_org/avp/csom/departments)

### *Undergraduate Program Description*

#### *Operations and Technology Management Concentration*

The Operations and Technology Management concentration is designed to provide students with sufficient knowledge of the current issues in the fields of operations management and information technology. Intense competition in the fast-paced global markets has made competencies in these fields the focus of attention in both manufacturing and service organizations. The concentration satisfies the strong need in industry for students with in-depth knowledge of issues in both disciplines. Our constantly updated curriculum emphasizes the design, planning, and control of processes, quality management, materials management, facilities location, supply chain management, capacity planning, operations scheduling, and productivity improvement. It also explores the role of information systems in traditional organizations and in web-based enterprises.

This unique concentration combines teaching of analytical methods, operations management issues, information technology, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues in preparing its graduates. Our pedagogy entails field studies, case studies, design of information systems, and analytical modeling. Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. Our graduates have been successful in attaining entry-level positions deal-

ing with process management and analysis in major companies such as Accenture, Deloitte & Touche, General Electric, IBM, Goldman Sachs, JP Morgan Chase, UBS Warburg, Hewitt and Associates, and Teradyne.

#### *Objectives of the Undergraduate Concentration in Operations and Technology Management*

The objectives of the undergraduate concentration in Operations and Technology 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, a broad view of the role of general managers, and a thorough understanding of the operations function
- understand and use information technology
- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations and information technology within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

#### *Careers in Operations and Technology Management*

Managers with the traits listed above can choose from a wide range of positions and career tracks. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing, and Vice President of Information Systems. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

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 information technology. Salaries for majors in operations and technology management are and will likely remain competitive with all other concentrations in management.

#### *Courses Required for the Operations and Technology Management Concentration*

The following two courses are required for the concentration:

- MD 240 Management Information Systems
  - MD 375 Operations and Competition
- The student must also take at least one of the following:
- MD 384 Applied Statistics
  - MD 604 Management Science
  - MD 606 Forecasting Techniques
- The student must also take at least one of the following:
- MD 253 Electronic Commerce
  - MD 254 E-Service Operations Management

The student is strongly encouraged to take more than the one required course from the above lists.

**Study Abroad**

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. **N.B.** MD 099 Strategy and Policy is the integrative capstone course to the CSOM core and should be taken at Boston College during senior year.

All student wishing to study abroad must meet with Richard Keeley, Associate Dean, and David Murphy, Department Chairman, for course approvals. Approvals should be sought in person, with supporting documentation (course description, syllabus, etc.) in hand.

**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, MC 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

*The Department*

**MD 031 Management and Operations—Honors (Fall: 3)**

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, MC 021 and MT 235

**The course is taught in an interactive setting and requires class participation.**

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. This is a Core course for the CSOM Honors Program.

*M. Hossein Safizadeh*

**MD 099 Strategy and Policy (Fall/Spring: 3)**

*Prerequisite:* Successful completion of the CSOM Core requirements.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action. This is the senior integrative capstone course of the CSOM Core.

*The Department*

**MD 100 Competitive Strategy—Honors (Fall: 3)**

**This is the senior integrative capstone course of the CSOM Core.**

*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.

*Sandar A. Waddock*

**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. 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 254 E-Service Operations Management (Spring: 3)**

*Prerequisite:* MD 021

Successful e-businesses must execute their E-Commerce strategies and marketing plans effectively, using order procurement and fulfillment processes that sense customer needs and respond with appropriate products. We will examine e-Services from a service operations management perspective, considering information technology as an input to e-Service production processes. We will survey how person-to-person service operations differ from person-to-technology e-Service operations. Topics include management of e-Service processes, inventories, capacities, and quality, among others. Where applicable, hands-on experiences will demonstrate software tools organizations use presently to model and manage e-Services.

*Gregory Heim*

**MD 260 Social and Ethical Issues in Information Technology (Spring: 3)**

The emergence of the Internet and the digital revolution present new threats and opportunities for business in the 21st century. This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

*Richard A. Spinello*

**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 (Fall: 3)**

**Required for the Operations and Technology Management concentration.**

*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.

*Joy Field*

**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 021, 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.

*David R. McKenna*

**MD 606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models.

*Richard McGowan*

**MD 608 Management of Health Care (Fall: 3)**

The purpose of this interdisciplinary seminar is to introduce the participants to managed health care financing and managed care from private and public perspectives. It is designed for individuals who will interface with the managed care and health insurance industries in a professional capacity.

*Judith A. Vessey*

*Patricia A. Norton*

*Jonathan Tamir*

**Graduate Course Offerings****MD 700 Economics (Fall/Spring: 3)**

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

*The Department*

**MD 701 Economics (Fall: 2)**

This course covers microeconomics and macroeconomics. 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 initial backdrop of the naive aggregate supply and aggregate demand concept, Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, balance of payments are also examined.

*The Department*

**MD 703 Computer Information Systems (Fall/Spring: 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/Summer: 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/Summer: 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 the strengths, limitations and usefulness of management science approaches.

*The Department*

**MD 708 Managing in the Global Environment (Fall/Spring/Summer: 3)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in



such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*The Department*

**MD 710 Management Practice III: Strategic Management (Fall/Spring/Summer: 3)**

*Prerequisite:* Management Practice I & II and M.B.A. Core

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

*The Department*

**MD 711 Management Practice IV: Social Issues in Management (Fall/Spring/Summer: 3)**

*Prerequisites:* MM 702, MM 703, MD 710 and all core courses

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological and cultural influences upon the organization; as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization; or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*The Department*

**MD 714 Statistics (Fall: 2)**

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.

*Samuel B. Graves*

**MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing and operations management.

*Jeffrey L. Ringuest*

**MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengi-

neering, 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.

*Larry P. Ritzman*

**MD 725 Managing in the Global Environment (Spring: 1)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Mohan Subramaniam*

**MD 729 Managing Operations for Competitive Advantage (Spring: 2)**

*Prerequisite:* MD 723 or equivalent

Covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT and scheduling systems are covered. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussion and business examples.

*Larry P. Ritzman*

**MD 740 Management Practice III: Managing Strategically (Fall: 3)**

*Prerequisite:* Management Practice I and II and M.B.A. Core

MP III is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success. It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information systems (IS). Information systems can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

*John Gallaugh*

**MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)**

**Cross listed with MM 750**

See course description in the Graduate Management Practice

*Hassell McClellan*

**MD 803 Management Decision Making (Fall/Spring: 3)**

*Prerequisites:* MD 710 or MD 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.

*John E. Van Tassel*

**MD 808 Entrepreneurship and New Ventures (Fall: 3)**

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. Guest lecturers will include well known Boston area venture capitalists and successful entrepreneurs who have operated venture-backed companies.

*Ralph R. Guerriero*

**MD 809 Strategic Management in Financial Service Institutions (Spring: 3)**

*Prerequisite:* MM 710 or MM 740; MF 820 recommended

Examines the practice of strategy formulation, industry and competitive analysis and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological and political environments. Uses cases, assigned readings and guest speakers from the industry.

*Hassell McClellan*

**MD 815 Management of Technology and Innovation (Spring: 3)**

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy; identify promising technical opportunities; evaluate and select among competing technologies; nurture the innovative capabilities of the firm; and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

*Robert G. Fichman*

**MD 823 International Perspectives on Information Management (Fall: 3)**

This course traces the evolution of national and regional communications infrastructure, with a particular focus on how the global convergence of telecommunications, wireless technologies, smart cards, and the Internet is impacting corporate information management strategies. The course will address worldwide differences in business models, standards, regulation, wireless adoption rates, and the emergence of mobile commerce.

*Mary Cronin*

**MD 831 Advanced Topics: Managing Projects (Spring: 3)**

*Prerequisite:* MD 707 or MD 723 and any requirement of a particular topic

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team. The format will be primarily lecture and discussion of materials drawn from the supporting textbook and assigned cases, supplemented guest presentations from industry practitioners.

*Larry C. Meile*

**MD 833 Wireless Data and Telecommunications Management (Spring: 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 emergence of wireless data and communi-

cation services and applications for the corporate and consumer market, including the impact of wireless on traditional telecommunications providers, virtual network operators, and new entrants. Projects, assignments and examinations will require analyzing this impact in the role of technology decision-maker.

*Mary Cronin*

**MD 844 Advanced Topics/International Entrepreneurship (Spring: 3)**

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector, and covers the development of skills to identify, evaluate, start and manage ventures that are international in scope. During the semester, students will "travel" to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances, negotiations, managing growth and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.

*Gregory L. Stoller*

**MD 850 Advanced Topics: E-Service Operations (Spring: 3)**

This course introduces students to conceptual frameworks and analytical tools for building and managing the operations function of e-businesses. Specifically, the course provides students with opportunities to develop an understanding and acquire skills necessary for managing the design and delivery of goods and services in e-businesses. The course topics include design and delivery of e-products, design of e-processes, matching e-products and e-processes, measuring and designing quality and flexibility in e-operations, designing and managing e-supply chains and e-supply chain technologies, and managing the start-up and scale-up of e-operations. The course uses lectures, case-studies, and web-based exercises.

*Gregory Heim*

**MD 851 Advanced Topics: Information Systems for Financial Services (Spring: 3)**

The world's leading consumer of Information Technology is the financial services sector. Special managerial and technical challenges arise from this sector. The course covers two major themes: IT Architecture and Applications. In the architecture component, students study and diagram the process and information flows of leading financial services organizations. Additionally, the course identifies and explains the major hardware, software, database and telecommunication technologies which support these flows. In the applications component, students study applications which are unique to the industry, including automated markets, electronic broker networks, electronic payment mechanisms, back-office processing systems, Web-based systems, and financial modeling systems.

*Paul Tallon*

**MD 852 Adv. Topics: Mergers & Acquisitions and Funding in the Internet Economy (Spring: 3)**

As the Internet economy continues to grow in numbers of users and Internet companies, the types of funding for companies and the consolidation of these companies will play a critical role in the evolution of the Internet economy. This course provides the framework for students to analyze and understand the reasons why mergers and acquisitions and funding are critical to the success of growing Internet companies. Recent mergers and acquisitions and funding cases will be studied and, where appropriate, executives of companies involved with mergers and acquisitions will visit the class to participate in "living cases."

*Ed Mullen*

**MD 853 Electronic Commerce (Fall/Spring: 3)**

This course provides a framework for students to analyze three important and interrelated components of the wave of Electronic Commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*The Department*

**MD 854 Management of Service Operations (Fall: 3)**

*Prerequisite:* MD 707 or MD 723

The ever increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make 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 include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues.

*Vincent O'Reilly*

**MD 855 Business and the Internet: Technology, Strategy and Policy (Summer: 3)**

This course provides students with the conceptual tools to understand how to compete effectively on the Internet. The first module of the course seeks to uncover some of the driving forces of the Net revolution—digitization, reality of convergence, standardization, and emerging “laws” for competing in a network economy. The second segment explores new Internet business models and e-commerce strategies with case studies on companies such as AOL-Time Warner and Yahoo!. We conclude with an overview of legal and public policy issues—the future of copyright protection, free speech and structural controls, and liability issues for Internet intermediaries.

*Richard A. Spinello*

**MD 871 Advanced Topics: Field Studies— Early Stage Pre-Venture Technology Companies (Spring: 3)**

Students will be placed in early stage technology companies in the Boston area to work in various functional areas. These companies will have received early stage “angel” funding and, in most cases, are preparing to raise capital from venture capital firms. Students will be given an opportunity to make a meaningful contribution to the operation of the company and the process of preparing proposals/presentations to VCs. Time commitment: 8-10 hours/week.

*Ralph R. Guerriero*

**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*; Chairperson of the Department; B.A., University of California; Ph.D., University of Southern California

**Dalmar Fisher**, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

**Judith R. Gordon**, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**John W. Lewis, III**, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Departmental Notes**

- Department Secretary: Jean Passavant, 617-552-0450, 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.

**Information for Study Abroad**

Students may take any number of electives abroad to count toward the Organization Studies major. Many students take the equivalent of MB 021 Introduction to Organization Behavior course abroad. This course, however, often is not the same as courses titled Human Resource Management or Management and are not equivalent to MB 021. All students wishing to study abroad should meet with the Chairperson for advising and course approval.

**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 organizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources management and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and 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.

A minor in Human Development is available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Please visit the department office, Fulton 433, for information on this minor.

#### **Required of all concentrators:**

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

#### **Electives:**

- MB 111 Organization Ethics and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Managing Change
- MB 135 Career and Human Resources Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- 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 periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

#### **MB 021 Organizational Behavior (Fall/Spring: 3)**

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

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#### **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 relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

*Judith Clair*

#### **MB 110 Human Resources Management (Fall/Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

Human Resources Management has emerged as a major strategic 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 professional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional, and organization member.

*John Meyer*

#### **MB 119 Interpersonal Communication in Organizations (Fall: 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 challenges to communication posed by diversity, organizational culture, and organizational structure. The course is not intended as a workshop for improving students' interpersonal skills, although a small portion of the course is devoted to this area.

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#### **MB 123 Negotiation (Fall: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of

different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

*Richard P. Nielsen*

**MB 130 Managing Change (Spring: 3)**

*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 organizations. Second, it will focus on the process of change and the role of executives, mid-level managers, and non-managerial employees in the change.

*Bradley Harrington*

**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.

*Candace Jones*

**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.

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**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.

*William Stevenson*

**Graduate Course Offerings****MB 702 Management Practice II: Leadership (Fall/Spring: 3)**

*Prerequisite:* MM 703 Management Practice I

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

*William Joiner*

*Robert O'Neil*

*Joseph Raelin*

*William Torbert*

**MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*The Department*

**MB 712 Managing People and Organizations (Fall: 3)**

Among the major facets of an organization's existence, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field.

*Judith Gordon*

**MB 732 Human Resources Management (Spring: 3)**

*Judith Gordon*

**MB 802 Management of Organizational Change (Spring: 3)**

*Prerequisites:* MB 709, MB 712 or consent of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions and downsizing. Discusses such change strategies as: envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development and other action tools.

*Jean Bartunek*

**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 811 Advanced Topics in Organizational Behavior: Career Systems and Development (Fall: 3)**

*Prerequisites:* MB 709, MB 712 or consent of instructor

**Offered Periodically**

Directed at the needs of graduate students in their final year of the program, the course focuses on self-assessment and career development as well as on career management systems of contemporary organizations.

*Bradley Harrington*

**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 Clair*

**MB 851 Macro-Organizational Theory (Spring: 3)**

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture and interpretivist perspectives.

*Candace Jones*

**MB 852 Perspectives on Individual and Organizational Change (Fall: 3)**

This course introduces topics relating to individual and organizational change and development. Topics include approaches to 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. In addition, the course considers the intellectual history or the idea of change.

*Richard Nielsen*

**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 880 Action Research Methods (Spring: 3)**

This course invites students to develop quantitative, qualitative, and action research skills to be used in real-time action settings. Students practice first-, second-, and third-person research skills that encourage personal, community, and organizational norms of inquiry, learning, transformation, excellence, and accountability. Positivist, postmodern, and action-based criteria of validity are compared and combined.

*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.

*Judith Gordon*

**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.

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**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*

**MB 999 Doctoral Continuation (Fall/Spring: 0)**

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# 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.

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.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

### Special Opportunities

#### Study Abroad

Students must complete two full years in the School of Nursing curriculum before they study abroad. If students wish to take nursing courses abroad, they must have completed five semesters of study at Boston College.

Students may take up to two nursing courses while abroad, up to four electives, and Core courses that have been pre-approved by the appropriate department. The only clinical nursing courses that students may take are community health courses.

Students may study abroad during the fall or spring semester of the junior year or fall semester senior year. Recommended programs for

the study of nursing are Monash University in Australia or the University of Glasgow. Students must meet with Associate Dean Loretta Higgins during their sophomore year if they plan to study abroad. In February of their first year, students will be asked to request curriculum Plan A or B. Students who plan to study abroad need to be in Plan B. They must also complete the form "Rationale for Study Abroad." Students are free to study abroad in any location approved by the Center for International Study and are not required to take nursing courses. Students may not spend more than one semester abroad.

### Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

### Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

### Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

## PLAN OF STUDY

### Freshman Year

#### Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

#### Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- Core
- Core
- Core

### Sophomore Year

#### Semester I

- BI 220, 221 Microbiology
- Core
- Core
- Core
- Core

#### Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core
- Core

### Junior Year

#### Semester I

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies

- Core
- Elective

*Semester II*

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Elective

**Senior Year***Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Elective

*Semester II*

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory
- 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 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 years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information please see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

*Alternate Honors Program*

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses during the junior and senior years.

*Fifth Year B.S./M.S.*

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete

the master's degree in one additional year of study. In order to qualify for this program students must maintain an academic average of 3.2, pass the nursing license examination and participate in a clinical internship during the summer after their junior year.

*Graduate Courses*

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College School of Nursing.

*Credit Equivalencies*

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.

*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, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to keep this certification current.

**General Information***Cooperating Hospitals and Health Agencies*

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include the following:

- Beth Israel Deaconess Hospital
- Brigham and Women's Hospital
- Children's Hospital
- Community School Systems
- 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

*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*

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.



***Career Opportunities***

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing 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:

- Standardized examination (NCLEX Assessment Test) \$35.00
- Laboratory Fee \$190.00 (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 focuses on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. track is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

***Career Opportunities***

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

***Program of Study***

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), 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 with national accreditation in 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
- 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
- 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 or from the web site at <http://www.bc.edu/nursing>.

### **Financial Aid**

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

### **Master of Science Degree Program with a Major in Nursing**

The main objective of the Master of Science Degree Program is to prepare nurses in advanced nursing practice, including clinical specialist and nurse practitioner. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Pediatric, Women's 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 clinical judgment.

The graduate of the Master's Program, in addition to giving theory and research-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare middle management, and participation in research, the advanced practitioner, clinical nurse specialist, and nurse practitioner improve the quality of nursing practice.

### **Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance

organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, Children's Hospital, and New England Medical Center.

### **Career Options**

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

### **Areas of Clinical Specialization in Nursing**

#### **Adult Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings; serve as a Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

#### **Gerontological Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

#### **Community Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (families, communities, special patient populations); serve as a Community Health Clinical Nurse Specialist in a variety of settings including home health care agencies, public health departments, and managed-care organizations; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

#### **Family Nurse Practitioner**

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata; serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

#### **Pediatric Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence; serve as a pediatric Nurse Practitioner or

Maternal Child Health Clinical Specialist in a variety of health care agencies and community settings; and pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner (for graduates of the pediatric nurse practitioner track).

#### **Women's Health Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span; serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions; and pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

#### **Psychiatric Mental Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families; function as a case manager for persons with psychiatric disorders; provide psychiatric consultation to primary care providers; serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs; pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist; and apply for prescriptive authority in most states (including Massachusetts).

#### **Master's Program Options**

##### **Students with B.S.N.**

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of forty-five credits. The 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.

##### **Master's Entry Program**

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (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.

#### **R.N./Master's Plan**

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

#### **The Master's Completion Program**

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in a clinical specialty course.

#### **Dual Degree Programs**

##### **M.S./M.B.A.**

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's program and business administration in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

##### **M.S. Nursing/M.A. Pastoral Ministry**

The School of Nursing and the Institute of Religious Education and Pastoral Ministry (IREPM) offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including Adult, Family, Community, Gerontological, Women's, Pediatric and Psychiatric Mental Health Nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

##### **M.S./Ph.D.**

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

#### **Non-Degree Program**

Non-degree program options offered at the Graduate School of Nursing include:

- Additional Specialty Concentration
- 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

The application deadline for the Master's Entry Program is January 1 for September enrollment.

The deadlines for all other Master's Programs are: March 1 preferred for September enrollment/final for May enrollment, April 15 final for September enrollment and October 15 for January enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program can be obtained from the School of Nursing by calling 617-552-4250 or can be downloaded from: <http://www.bc.edu/nursing>.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (1 academic, 1 professional, 1 other academic or professional)
- Results of Graduate Record Examination (GRE) within 5 years (not required for admission of applicants for R.N./M.S. program or Additional Specialty Concentration)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must become licensed as R.N. in Massachusetts and may need to take the Test of English as a Foreign Language (TOEFL)
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

### Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B or better

The Associate Dean of the 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.

### Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

### General Information

#### Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing, Accrediting Commission (NLNAC, 61 Broadway, New York, NY 10006, (212) 363-5555).

#### Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

#### Financial Aid

Applicants and students should refer to the School of Nursing's web page for Financial Aid resources at <http://www.bc.edu/nursing>. Please refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

#### Deferral of Admission

Deferral of admission 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 application fee. Files that remain in deferral status for over one year will become inactive.

#### Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

#### Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

**Faculty**

**Jean A. O'Neil**, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

**Ann Wolbert Burgess**, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.S.(c), Boston University

**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; Post Master's Certificate (RNP), 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

**Judith A. Vessey**, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

**Miriam-Gayle Wardle**, *Professor*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

**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

**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

**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

**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

**Joyce A. Pulcini**, *Associate Professor*; B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University

**Judith Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

**Rachel E. Spector**, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas

**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

**Rose Beeson**, *Assistant Professor*; B.S., Ohio State University; B.S.N., Ursuline College; M.S.N., Case Western Reserve University; D.N.Sc., Rush University

**Barbara L. Brush**, *Assistant Professor*; B.S.N., Southeastern Massachusetts University; M.S.N., Ph.D., University of Pennsylvania

**Rosanna DeMarco**, *Assistant Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

**Pamela Grace**, *Assistant Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

**Catherine Read**, *Assistant Professor*; B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell

**Robin Wood**, *Assistant Professor*; B.S. University of Michigan; M.S., Ed.D., Boston University

**Mary Simonelli**, *Adjunct Assistant Professor*; B.S.N., Marquette University; M.S.N., Boston College

**Pamela Terreri**, *Adjunct Assistant Professor*; B.S.N., Boston College; M.S.N., Boston University

**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

**Dianne Chapell Hagen**, *Adjunct Instructor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

**Karen E. Hall**, *Adjunct Instructor*; B.S., University of Michigan; M.S. Salem State College

**Nanci Haze**, *Adjunct Instructor*; B.S. Western Connecticut State University; M.S. Northeastern University

**Deborah McCarter-Spaulling**, *Adjunct Instructor*; B.S. Simmons College; M.S. Boston College

**Michelle Mendes**, *Adjunct Instructor*; B.S. Simmons College; M.S. Boston University; Ph.D. (cand.), University of Rhode Island

**Judith 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. This 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.

*The Department*

**NU 080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

*Corequisites:* BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as

they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*The Department*

**NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133; or concurrently; CH 161, CH 163, BI 220, BI 221; NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.

*The Department*

**NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

*The Department*

**NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NU 120, NU 121, NU 080

*Corequisites:* NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

*The Department*

**NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

*The Department*

**NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

*The Department*

**NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204, NU 216 or concurrently

*Corequisite:* NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

*The Department*

**NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

*The Department*

**NU 244 Childbearing Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the lifespan.

*The Department*

**NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204

*Corequisite:* NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

*The Department*

**NU 250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care to child and family.

*The Department*

**NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 244, NU 245

*Corequisite:* NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

*The Department*

**NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 242, NU 243

*Corequisite:* NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

*The Department*

**NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 242, NU 243

*Corequisite:* NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

*The Department*

**NU 260 Community Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 261

This course focuses on individuals, families and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts and collaboration with other members of the health care team are addressed.

*The Department*

**NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 250, NU 251, NU 252, NU 253

*Corequisite:* NU 260

This course focuses on individual, family and community responses to actual or potential health problems. Health promotion, disease prevention and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

*The Department*

**NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 260, NU 261 or concurrently

*Corequisite:* NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

*The Department*

**NU 264 Professional Nursing II (Fall/Spring: 3)**

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care; explore professional issues; view nursing as a profession as related to society's needs; and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.

**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.

*The Department*

**NU 311 Ethical Issues in Nursing Practice (Spring: 3)**

The purpose of this course is to enhance the student's ability to identify and describe moral concepts foundational to nursing practice and apply ethical reasoning and ethical principles to the practice of nursing. Beginning with the philosophical and moral foundations for the nurse's ethical responsibilities, the course explores current standards for nurses' ethical responsibilities, the nature of ethical rea-

soning, and examines the application of ethical principles in nursing practice. Opportunity is provided for the student to analyze selected ethical issues in health care, and apply ethical reasoning and ethical principles to patient care situations.

***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. Specter*

**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 their 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 (Fall/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 315 Victimology (Fall: 3)**

For students whose practice is with victims of crime-related trauma; for students whose careers require a knowledge of issues facing crime victims, their families, and the community; and for students who wish to broaden their understanding of crime and justice. Course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, and Internet crimes. Class format utilizes cases from the forensic practice of the lecturers.

*Ann Wolbert Burgess*

**NU 317 Forensic Mental Health (Spring: 3)***Prerequisite:* NU 315 Victimology preferred

The interface of mental health and the law requires an understanding of biopsychological, legal and sociocultural components of human behavior. This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or civil. Content will cover such topics as: forensic interviewing and evaluation; case formulation; DSM diagnosis; treatment modalities; criminal investigations and charges; state of mind; duty to warn; memory and recall; malingering; and secondary gain. Forensic cases will form the basis for discussion of each class topic.

*Ann W. Burgess***NU 318 Forensic Science I (Fall: 3)**

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition, preservation, and application. Specifically, this course examines cases where there has been a death e.g. suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor. The course uses a case method format to address such issues as cultural aspects of trauma, forensic pathology, clinical forensics, and equivocal death.

*Ann Wolbert Burgess***NU 320 Nursing in Faith Communities (Spring: 3)***Prerequisite:* B.S. in Nursing or permission of faculty. Can be an upper division elective for undergraduate students.

This course supports developing nursing practice in a faith community. Faith Community Nursing encompasses physical, mental and spiritual needs of individuals and families. The history of Parish Nursing and methods of developing congregational supports are emphasized. Community health models. No clinical practicum is required, but real-life examples and projects will be developed. The course meets the requirements of the International Parish Nurse Resource Center, Basic Parish Nursing Preparation Program.

*Susan K. Chase***NU 325 Perspectives in Managed Health Care (Fall/Spring: 3)***Prerequisite:* Restricted to Seniors and Graduate Students

The purpose of this interdisciplinary course is to introduce the participants to health care financing from private and public perspectives. It is designed for individuals( e.g., advanced practice nurses, personnel managers, etc.) who will interface with the managed care and health insurance industries in a professional capacity.

*Judith A. Vessey***Graduate Course Offerings****NU 402 Nursing Science I (Fall: 6)***Corequisites:* NU 408 , NU 403 , NU 204

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.

*Jane Ashley***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 practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship and basic psychomotor skills associated with care.

*The Department***NU 406 Nursing Science II (Spring: 6)***Prerequisites:* NU 402, NU 403*Corequisites:* NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The 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, NU 403, NU 204, NU 408*Corequisites:* NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions and outcomes as they relate to the care of individuals and families across the life span. Settings will include inpatient and community agencies.

*Anne Norris***NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*Nancy Fairchild***NU 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.

*Dorothy Jones*



**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.

*Pamela Grace*

**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 the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evaluation and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*Joellen Hawkins*

*Joyce Pulcini*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (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.

*Laurel Eisenhauer (Spring)*

*Susan Chase (Summer)*

*Patricia Tabloski (Summer)*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 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: 3)**

*Prerequisite:* NU 672

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.

*Barbara Brush*

*Joyce Pulcini*

*Carol Lynn Mandle*

**NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (Fall: 3)**

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. The course explores the systems of psychotherapy for individuals, families and groups. Selected theories include Psychodynamic, Interpersonal, Behavioral, Cognitive, Crisis, Brief, Feminist and Multicultural approaches. Video taped psychotherapy sessions are used to examine commonalities and differences in process and techniques. Psychotherapy modalities are critiqued for efficacy, the range of problems treated, the nature of the psychotherapeutic relationship and sensitivity to differences in culture, race, age, and gender.

*Judith Shindul-Rothschild*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisite:* NU 430

*Corequisite:* NU 441

First of two required specialty courses in Psychiatric-Mental Health Nursing examining components of comprehensive psychiatric evaluation of adults, children, and adolescents; assessment of families; evaluation of mental health agencies; and application of the DSM-IV systems. Culture, race, ethnicity, gender, economics, and legal and ethical issues are discussed as influences on our understanding of mental health, diagnoses, and treatment. Clinical practicum involves a minimum of 250 supervised hours of PMH nursing practice with adults, families, and/or children and adolescents. Students develop advanced practice competencies that include conducting mental status evaluations, formulating diagnoses, developing treatment plans, and engaging in psychotherapeutic intervention.

*June Andrews Horowitz*

**NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (Fall: 3)**

*Prerequisites:* NU 415, NU 417 or with permission of instructor  
*Corequisite:* NU 417

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

*Pamela Burke  
 Lois Haggerty*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 417, NU 430, NU 452, and permission of the instructor is required.  
*Corequisite:* NU 417

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*Joellen Hawkins  
 Lois Haggerty*

**NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)**

*Prerequisites:* NU 430, NU 415 and NU 452  
*Corequisite:* NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

*Mary Ann Durkin  
 Joyce Pulcini*

**NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)**

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention and outcomes parameters.

*Dorothy Jones*

**NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)**

*Prerequisites:* NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on the-

oretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

*Patricia Tabloski  
 Susan Chase*

**NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis and interventions within gerontology based on theoretical knowledge, research and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

*Patricia Tabloski*

**NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)**

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

*Rachel Spector*

**NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)**

*Prerequisites:* NU 472 and NU 430  
*Corequisite:* NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

*Barbara Brush  
 Paul Arnstein*

**NU 480 Clinical Strategies for the Clinical Nurse Specialist (Spring: 6)**

*Prerequisites:* NU 415, NU 416, NU 417, NU 420, NU 672, NU 520, and Specialty Theory I and II  
*Corequisite:* Specialty Theory II

This clinical course concentrates on the direct care and indirect roles of the clinical nurse specialist (CNS). Students focus on the care of patients (individuals, families, aggregates, and/or communities) within a specialty area. A specialty area may be identified on the basis of patients with specified nursing or medical diagnoses, patients in specific health care delivery systems, and/or patients requiring specific nursing interventions. Within the framework of

the course objectives and the student's selected area of specialization, the student (with faculty guidance and approval) develops and implements a plan for specialization.

*The Department*

**NU 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.**

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

*Margaret Kearney (Fall, Summer)*

*Patricia Tabloski (Spring)*

**NU 523 Computer Analysis of Health Care Data (Fall: 3)**

*Prerequisites:* Statistics course, NU 520 or concurrent with NU520 or with permission of instructor

*Corequisite:* Ability to use computer mouse and familiarity with WINDOWS or MacIntosh operating systems

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.

*Anne Norris*

**NU 524 Master's Research Practicum (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

*The Department*

**NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

*The Department*

**NU 541 Stress and Trauma: Individual/Family Responses**

**(Spring: 3)**

**Required for graduate psychiatric mental health nursing students**

Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy. This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. Literature from nursing, social work, psychiatry, psychology, sociology, and the biological sciences are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

*Ann Wolbert Burgess*

**NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)**

*Prerequisites:* NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills. These two courses give students 500 or more hours of supervised advanced practice clinical experience

*June Andrews Horowitz*

**NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents and Their Families (Spring: 3)**

*Prerequisites:* NU 415, NU 417 or with permission of instructor

*Corequisite:* NU 417

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.

*Pamela Burke*

*Lois Haggerty*

**NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisites:* NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week) and course assignments.

*Lois Haggerty*

*Joellen Hawkins*

**NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)**

*Prerequisites:* NU 457, NU 552

*Corequisite:* NU 552

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treat-

ment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

*Pamela Burke*

*Joyce Pulcini*

**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.

*Dorothy Jones*

**NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)**

*Prerequisite:* NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*Susan Chase*

*Patricia Tabloski*

**NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)**

*Prerequisites:* NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. 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 and Family Health Nursing II (Spring: 3)**

*Prerequisites:* NU 472, NU 430

This course is the second of a series in theories relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the Advanced Practice Role. Emphasis is on health promotion, helping individuals, families and aggregates to attain optimum levels of wellness. Theories and related research from Nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

*Paul Arnstein*

**NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)**

*Prerequisites:* NU 430, NU 472, NU 473 and NU 572

*Corequisite:* NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis and management of selected primary health care problems for individuals and families. Building on

NU 473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice and research as Family Nurse Practitioners.

*Paul Arnstein*

*Barbara Brush*

**NU 672 Physiological Life Processes (Fall: 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 member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department*

**NU 701 Epistemology of Nursing (Fall: 3)**

*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.

*Lois Haggerty*

*Pamela Grace*

**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 Duffly*

**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.

*Anne Norris*

**NU 750 Qualitative Research Methods (Fall/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.

*Margaret Kearney*

**NU 751 Advanced Qualitative Methods (Spring: 3)**

*Prerequisite:* NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

*Margaret Kearney*

**NU 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 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. Duffly*

**NU 801 Master's Thesis (Spring: 3)**

*Prerequisites:* Six credits of research, including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

*The Department*

**NU 810 Research Practicum I (Fall/Spring: 1)**

*Prerequisite:* NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration, and to collaborate with faculty on existing projects and publications.

*The Department*

**NU 811 Research Practicum II (Spring: 1)**

*Prerequisites:* NU 810, NU 702 or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

*The Department*

**NU 812 Research Practicum III (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811

This is the third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

*The Department*

**NU 813 Research Practicum IV (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.

*The Department*

**NU 820 Expanding Paradigms for Nursing Research (Fall: 3)**

*Prerequisites:* NU 702, NU 812, NU 710 or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

*Dorothy Jones*

**NU 821 Nursing Research and Health Policy Formulation****(Spring: 3)***Prerequisite:* NU 820

Course is for doctoral students interested in health services research. Social, economic and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency. The application of nursing research in outcome studies, program evaluation and needs assessment is explored. Case studies are used to illustrate the social and ethical responsibilities of nurses in the conduct of research. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.

*Judith Shindul-Rothschild***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/Spring: 3)***Prerequisite:* Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department***NU 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*

# Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning and administration on the Master's level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations. The School also offers a practice-research oriented Doctoral program that combines the scientific orientation of research with the service orientation of the social work profession.

## PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also 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 the 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 Introduction to Social Work Practice
- SW 790 Social Work in Industry
- SW 798 Human Services in Developing Countries
- SW 799 Independent Study: Practice Sequence
- 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 821 The Emerging Self Across the Life Span
- SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development
- SW 828 Adult Relationships
- SW 833 Social Gerontology
- SW 834 Poverty and Managed Care: Behavioral, Socio-political and Economic Aspects
- SW 836 Self Psychology
- SW 838 Family and Children's Services: Group/Independent Study
- SW 839 HBSE Independent Study

### Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 751 Quantitative Methods in Social Work Practice
- SW 840 Advanced Quantitative Analysis
- SW 848 Research in Women's Issues
- SW 849 Independent Study in Research
- SW 850 Group Independent Study in Research
- SW 851 Policy Analysis Research for Social Reform

### Field Education

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, COPPA
- SW 943-944 Field Education III-IV, COPPA

## Clinical Social Work

Clinical Social Work is an orderly process of working with individuals 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 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention and Evaluation Research
- SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention and Evaluation Research
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 870 Clinical Social Work Group Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

## Community Organization, Planning, Policy and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing, and managing human services
  - Using participatory strategies that involve individuals, groups, and organizations in planned development processes
  - Providing executive leadership that is both creative and practical for private and public human service agencies
  - Advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations
  - Researching, analyzing, and evaluating policies and programs
- Students may choose varied foci within the concentration.

These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice.

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 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 and the Lynch School of Education, the Graduate School of Social Work has instituted an **Accelerated B.A./M.S.W. Program** (Three/Two Program) that enables Psychology, Sociology, and Human Development Majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, 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 966 An Introduction to Research Methods and Statistics
- SW 967 Statistical Analysis for Social Work Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 971 Theories and Research on Human Development and Change Processes
- SW 972 Theories and Research on Social Relationships
- SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts
- SW 986 Theoretical and Research Perspectives on Social Change
- SW 987 Theories and Research on Societal Processes
- Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

**CONTINUING EDUCATION**

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Some of the topics recently offered were related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its fourteenth year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. It is a conference that is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year.

**Information**

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02467.

**Faculty**

- June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University
- Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University
- Robert L. Castagnola**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College
- Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College
- Betty Blythe**, *Professor*; B.A. Seattle University; M.S.W., Ph.D., University of Washington
- Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D. University of Zurich
- Demetrius S. Iatridis**, *Professor*; A.B., Washington Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr
- Richard A. Mackey**, *Professor*; A.B., Merrimack College; M.S.W., D.S.W., The Catholic University of America
- Anthony N. Maluccio**, *Professor*; 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
- Pauline Collins**, *Associate Professor and Assistant Dean for Field Education*; B.A., University of Michigan-Dearborn; M. A., M.S.W., Ph.D., University of Michigan
- Hugo Kanya**, *Associate Professor*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University
- Karen K. Kayser**, *Associate Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan
- Kevin J. Mahoney**, *Associate Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison
- Kathleen McInnis-Dittrich**, *Associate Professor*; B.A. Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison
- Thomas O'Hare**, *Associate Professor*; B.A. Manhattan College; M.S.W., Ph.D., Rutgers University
- Nancy W. Veeder**, *Associate Professor*; A.B., Smith College; M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College
- Leon F. Williams**, *Associate Professor*; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University
- Paul Kline**, *Adjunct Associate Professor*; B.A., St. Bonaventure University; M.S.W., Ph.D., Boston College
- Vincent J. Lynch**, *Adjunct Associate Professor and Director of Continuing Education*; B.A., LaSalle University; M.S.S.S., Boston University; Ph.D., Boston College
- Regina O'Grady-LeShane**, *Assistant Dean and Director, Academic and Student Services, and Adjunct Associate Professor*; A.B., Caldwell College; M.A., New School for Social Research; Ph.D., Brandeis University
- Richard H. Rowland**, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.S.S., Boston University; Ph.D., Brandeis University
- Robbie Christler Tourse**, *Adjunct Associate Professor and Director of Field Education*; B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College
- Thomas Walsh**, *Interim Associate Dean and Adjunct Associate Professor*; B.A. Boston College; M.S.W., Simmons College; Ph.D., Boston College
- John McNutt**, *Assistant Professor*; B.A., Mars Hill College; M.S.W., University of Alabama; Ph.D., University of Tennessee

**Marcie Pitt-Catsouphe**, *Assistant Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

**Robert Dunigan**, *Instructor*; B.A., Western Michigan University; M.S.W., Boston College; Ph.D. (cand.), Brandeis University

**Ann T. Burns**, *Coordinator of Career Services*; B.S., St. Louis University; M.S.W., Howard University

**William C. Howard**, *Director of Admissions*; B.A., Carleton College; M.A., College of St. Thomas; M.S.W., Boston College; Ph.D., Brandeis University

**William Keane**, *Assistant Director of Field Placement Education*; B.S., Northeastern University; M.S.W., Boston College; Ph.D., Brandeis University

**Sheila Platt**, *Assistant Director of Field Placement Education*; B.S., M.S.W., University of Illinois; Ph.D., Smith College

**Suzanne Piening**, *Lecturer*; B.S., University of Dayton; M.S.W., Smith College; Ph.D., Boston College

**Robin Warsh**, *Lecturer*; B.S., American University; M.S.W., University of Connecticut

### *Undergraduate Course Offerings*

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

#### **SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PS 600/SC 378**

**Available to non-M.S.W. graduate students**

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.

*The Department*

### *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)**

**Required of all students**

**Prerequisite for all other Policy courses**

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/Spring: 3)**

**Prerequisite for Advanced HBSE and Clinical electives**

**Required of all students**

**Cross listed with PS 721**

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)**

*Prerequisite:* SW 721

**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)**

*Prerequisite:* SW 721

**Required of COPPA students; elective for others**

A seminar designed to provide students with an understanding of the social context in which social work is practiced. Its purpose is two-fold: to examine how the behavior of individuals is influenced by the organizations in which they work as well as by the values and norms of today's culture; and to identify points of social work intervention, that is, how social workers can effect change within organizations and communities by working collaboratively with individuals and groups in the pursuit of social justice.

*Marcie Pitt-Catsouphe*

#### **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**

This course provides an overview of alcohol/drug use, abuse and addiction, covering 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.

*Robert Dunigan*

*Thomas O'Hare*

### SW 747 Research Methods in Social Work Practice (Fall: 3)

Required of students in First Year

Prerequisite for all advanced research 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 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 the Workplace (Spring: 3)

Required for Occupational Social Work Field of Practice option; elective for other students

Prerequisite: SW 700

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism and professional social service programs.

*The Department*

### SW 798 Human Services in Developing Countries (Fall/Spring: 3)

Elective

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a three-week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

*Karen Kayser*

### 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.

*Kevin J. Mahoney*

### 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

Elective

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on: 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

*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.

*Richard H. Rowland*

**SW 810 Seminar in Administration: Financial Management (Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An examination of theory and practice of financial management of human services in private, not-for-profit and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.

*John G. McNutt*

**SW 813 Comparative Policy Analysis and Field Experience (Fall/Spring: 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.

*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 (Fall/Spring/Summer: 3)**

*Prerequisite:* SW 700

**Cross listed with PY 633/ED 633**

**Elective**

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**

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

*The Department*

**SW 820 Social Work Response to the AIDS Epidemic (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Required for Health and Medical Care Field of Practice option; elective for others**

An advanced course focusing on the following: the unique biopsychosocial issues in HIV-AIDS; service delivery issues facing social work agencies because of the epidemic; and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection (which potentially includes everyone). Preventive, educational, coping and service requirements for an adequate response to the epidemic are the major emphases.

*Vincent J. Lynch*

### SW 821 The Emerging Self Across the Life Span (Fall: 3)

*Prerequisite:* SW 721

#### Elective

An advanced course exploring concepts from research on cultural differences, attachment, object relations, self psychology, ego structure, learning theory, and separation/individuation to understand the developing self across the life span. A biopsychosocial perspective shapes the approach to this exploration. The goal of the course is for students to acquire an empathic understanding of the complex of forces that shape the emerging sense of self.

*Richard A. Mackey*

### SW 822 The Impact of Traumatic Victimization on the Developing Child and Adolescent (Fall/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. Counter-transference 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 828 Adult Relationships (Spring: 3)

*Prerequisite:* SW 721 or permission of instructor

#### Elective

A course focusing on the centrality of meaningful relationships to the emergence of a sense of self in adulthood. Developmental as well as contextual factors are viewed as essential to understanding the bio-psycho-social dimensions of the self in adult relationships. Different theoretical perspectives are employed to understand how relationships develop over time. The Mackey/O'Brien method of studying lasting relationships between heterosexual and same sex partners is used to explore an integrated approach to research. As members of small research teams, students have the opportunity to study an aspect of relationships as the semester unfolds.

*Richard A. Mackey*

### SW 830 Social Work and Pastoral Ministry Seminar (Spring: 3)

*Prerequisite:* SW 700

**Cross listed with TH 838**

**Required for students in Dual M.S.W./M.A., and open to other graduate students as an elective**

A course developing interdisciplinary modes of analysis to reflect systematically and critically the role of social workers and pastoral ministers in building a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society. The course will include topics such as: historical perspectives on religion and social services in the United States; religious communities as change

agents in society; the nature of religious and social work identity; the role of religion in a pluralistic and multicultural society; and social work as a vocational call.

*Hugo Kamya*

### SW 833 Social Gerontology (Fall: 3)

*Prerequisite:* SW 721

**Required for Gerontology Field of Practice option; elective for other students**

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cultural, economic, physical, environmental, social and psychological influences on old age. Included is the role of the family in providing care to elders.

*The Department*

### SW 834 Poverty and Managed Care: Behavioral, Socio-political and Economic Aspects (Spring: 3)

*Prerequisite:* SW 721

#### Elective

A course examining the behavioral, sociopolitical and economic aspects 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 twenty-first century are also explored.

*Nancy W. Veeder*

### SW 836 Self Psychology (Spring: 3)

*Prerequisite:* SW 721

#### 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.

*The Department*

### SW 838 Group Independent Study in Family and Children's Services (Fall/Spring: 3)

*Prerequisite:* SW 722 or SW 724

**Elective for M.S.W. students**

An opportunity to engage in an 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 the issues of human behavior and the social environment and/or social work services with and for children and families that are economically deprived. Potential topics include: family preservation; family reunification; foster family care; day care; residential treatment; and adoption.

*The Department*

### SW 839 HBSE Independent Study (Fall/Spring: 3)

*Prerequisite:* SW 722 or 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.

*Nancy W. Veeder***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 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention and Evaluation Research (Fall/Spring: 3)***Prerequisites:* SW 747-751, SW 762*Corequisite:* SW 933

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of

children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

*The Department***SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention and Evaluation Research (Fall/Spring: 3)***Prerequisites:* SW 747-751, SW 762*Corequisite:* SW 933

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.

*The Department***SW 860 Couples Therapy (Spring: 3)***Prerequisite:* SW 762

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

*Karen Kayser***SW 863 Cross-Cultural Social Work Practice (Spring: 3)***Prerequisites:* SW 723, and SW 762 or SW 800

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.

*Robert Dunigan***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 (Fall/Spring: 3)***Prerequisite:* SW 762**Elective**

An advanced clinical elective focusing primarily on in-depth analysis of theories, research and strategies for change relative to families. Family therapy theories are critically evaluated. Emphases include adaptation of family therapy to diverse cultural contexts,

influence of gender on practice, and ethical issues in working with families. Issues of blended families, families coping with chronic illness, work with couples within a family context and families with substance abuse are explored. Integration of research, tapes of live interviews and role plays enable students to put the most relevant therapy and skills into practice.

*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: 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 762, SW 855, SW 856

*Corequisite:* SW 934

**Required of Clinical Social Work students**

A course designed to help students develop and formulate an integrated model for understanding social work practice, policy, ethical, and research dimensions using selected social problem areas. It will build on knowledge, skills and values acquired in the first year curriculum to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality.

*The Department*

### **SW 869 CSW Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective for M.S.W. students**

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 870 CSW Independent Study (Fall/Spring: 3)**

*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 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.

*The Department*

### **SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)**

*Prerequisites:* SW 721 and SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans; victims of abusive violence, traumatic loss, disasters; people with AIDS; and the homeless), are used to integrate theory, research designs and strategies, and practice skills.

*Carol J. Jensen*

### **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.

*The Department*

**SW 878 Adolescent Mental Health Treatment (Spring: 3)***Prerequisite:* SW 762**Elective**

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive and behavioral approaches.

*Paul M. Kline***SW 879 Social Work Practice with Women (Fall: 3)***Prerequisite:* SW 700**Elective**

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. 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 (Fall: 3)***Prerequisite:* SW 800*Corequisite:* SW 943**Required of COPPA students**

An examination of the theory and context of social planning for human services in community settings. The course (1) emphasizes how theories of planning and social change inform planning, and (2) explores the planning context including linkages among service systems within communities; policy linkages; social, political and economic constraints; and the locational aspects of planning human services.

*Marcie Pitt-Catsouphe***SW 884 Strategic Planning (Fall/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 887 Change and Development of the Urban System: Urban Developmental Planning (Spring: 3)***Prerequisite:* SW 800 or permission of Chairperson*Corequisite:* SW 944**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.

*The Department***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)***Prerequisite:* SW 800**Elective**

An opportunity for COPPA students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of COPPA studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department***SW 921 Field Education I (Fall: 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)

*Prerequisite:* SW 921

#### 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 855 and SW 856

#### Required of CSW students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department*

### SW 934 Field Education IV-CSW (Spring: 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 939 Field Continuation-CSW (Fall: 3)

*Linda Doucette-Rosa*

### 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 and SW 887

#### Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department*

### SW 965 Social Research Methods for Social Services (Fall: 3)

*The Department*

### SW 966 Introduction to Research Methods and Statistics (Fall: 3)

**Required of all Doctoral students**

**Prerequisite for SW 967, SW 968**

A course emphasizing the role of research in the profession, the logic of research, the stages of the research process, the major strategies for collecting data, and approaches to analyzing data. The research methods covered are common to many of the social and behavioral sciences and human service professions. The course also introduces doctoral students to fundamental concepts and practical aspects of statistical analysis. 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)

*Prerequisites:* SW 966 and SW 967

**Required of all Doctoral students**

A course designed to provide students with skills to perform advanced statistical analysis, building on their basic knowledge of research methods and statistics. The lectures and exercises cover multiple linear regression analysis, multiple logistic regression analysis, confirmatory factor analysis, and structural equation modeling. Multiple linear regression analysis, however, is the major emphasis of the course. 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.

*The Department*

### 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 contexts of different historical, social and practice realities. Throughout the semester, students formulate a preliminary research design to study an aspect of their practice paradigm.

*Thomas O'Hare*

### SW 972 Theories and Research on Social Relationships (Spring: 3)

**Required of all Doctoral students**

A seminar focusing on theories, research and change with couples and families. A major goal is to review and analyze critically contemporary models of marital and family therapy in terms of the empirical basis for the assumptions on which they are based, the adequacy and specificity of the practice procedures, and the research relating to therapeutic outcomes. Emphasis is placed on the adaptation of family therapy to families with diverse ethnic and cultural backgrounds and on gender influences in family therapy theory and practice.

*Karen Kayser*

**SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts (Spring: 3)****Required of all Doctoral students**

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. Special attention is given to labor force economics and the structure of income inequality. Theories of social stratification and power are examined.

*Demetrius S. Iatridis*

**SW 986 Theoretical and Research Perspectives on Social Change (Summer: 3)****Required of all Doctoral students**

This course is designed as a survey of theoretical perspectives of social change and organizational behavior. Economic perspectives on social issues and models of planned change are analyzed and in-depth understanding of social change is facilitated through case analyses of recent reform efforts in the area of health care and welfare. The leadership role of social workers in social change is discussed and effective models of leadership and dynamic management theories are investigated and evaluated.

*Richard H. Rowland*

**SW 987 Theories and Research on Societal Processes (Fall: 3)****Required of all Doctoral students**

This course explores knowledge formulations relevant to ethnicity race, gender and class as societal processes which impact various levels of social functioning: individual, interactional, family-group, organizational, community and societal. These theories, concepts and ideas will be analyzed in relation to their empirical base, their potential or limitations for informing accountable practice and for generating further research.

*The Department*

**SW 990 Doctoral Independent Study (Fall/Spring: 3)****Elective for Doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program Chairperson.

*The Department*

**SW 991 Doctoral Teaching Lab (Fall/Spring: 3)**

*Prerequisite: M.S.W.*

**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.*

**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 the twenty-first century: the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill and expertise and a vision of a just society are the goals of the 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 Programs

The College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

**Bachelor of Arts degree program** allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

**Professional Studies certificate programs** provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

**Special Student program** is available to undergraduates who want to take credit classes without enrolling in a degree program.

**Visiting Student program** allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30-9:00 P.M. fall, spring, and summer.

### Special Students

Special Students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration; no previous application is necessary.

### Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

### Professional Studies Certificate

The Professional Studies certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal: to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies certificate varies with the area of study, but in every instance courses must be completed at Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses are permanently retained on the student record. A request to receive a formal certificate must be filed in the College of Advancing Studies the semester the certificate requirements are completed.

Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

### Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities and the social sciences.

While Boston College majors may be completed through the College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science and Sociology.

### Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

**Humanities** develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two Theology electives.

**Social Sciences** provide a better understanding of how people develop, think and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology or sociology.

**Mathematics and Sciences** enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

### Undergraduate Admission

The College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college—which has inspired aspirations for seventy-two of Boston College's one hundred and thirty-eight year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at [www.bc.edu/advancingstudies](http://www.bc.edu/advancingstudies). Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP the College Level Examination Program which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

### 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 that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), 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

For a complete listing of our graduate course offerings, visit our web site at <http://www.bc.edu/advancingstudies>.

### 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 02467. 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 2002-2003

## FALL SEMESTER 2002

August 15	Thursday	Last date for all students who plan to graduate in August 2002 to sign-up on-line
August 26	Monday	Classes begin for second and third year law students
August 27	Tuesday	Classes begin for first year law students
September 2	Monday	Labor Day—No classes
September 3	Tuesday	Classes Begin
September 9	Monday	Drop/Add period ends
September 27 to September 29	Friday to Sunday	Parent's Weekend
October 14	Monday	Columbus Day—No classes
November 1	Friday	Academic Advising Period
November 14	Thursday	Graduate registration period for spring 2003
November 15	Friday	Undergraduate registration period for spring 2003
November 15	Friday	Last date for all students who plan to graduate in December 2002 to sign-up on-line
November 27 to November 29	Wednesday to Friday	Thanksgiving Holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 3	Tuesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 11 to December 12	Wednesday to Thursday	Study days—No classes for undergraduate day students only
December 13 to December 20	Friday to Friday	Term examinations

## SPRING SEMESTER 2003

January 6	Monday	Classes begin for all law students
January 13	Monday	Classes begin
January 17	Friday	Drop/Add period ends
January 20	Monday	Martin Luther King, Jr. Day—No classes
February 14	Friday	Last date for all students who plan to graduate in May 2003 to sign-up on-line
March 3 to March 7	Monday to Friday	Spring Vacation
March 27	Thursday	Academic Advising Period begins
April 4	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2003 graduation
April 9	Wednesday	Graduate registration period for fall and summer 2003 begins
April 10	Thursday	Undergraduate registration period for fall 2003 begins
April 16	Wednesday	Last date for official withdrawal from a course or from the University
April 17 to April 21	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 P.M. and later)
April 21	Monday	Patriot's Day—No classes
April 30 to May 1	Wednesday to Thursday	Study days—No classes for undergraduate day students only
May 2 to May 9	Friday to Friday	Term examinations
May 19	Monday	Commencement
May 23	Friday	Law School Commencement

# Directory and Office Locations

<b>Academic Development Center</b> Suzanne Barrett, Director .....O'Neill 200	<b>English</b> Paul Lewis, Chairperson.....Carney 450
<b>Accounting</b> Gregory Trompeter, Chairperson .....Fulton 528A	<b>Finance</b> George Aragon, Chairperson.....Fulton 342
<b>Admission</b> <b>Undergraduate:</b> John L. Mahoney, Jr., Director.....Devlin 208 <b>Graduate:</b> Department Chairpersons.....McGuinn 221	<b>Financial Aid</b> Bernie Pekala, Director of Financial Strategies ....College Road
<b>Advancing Studies</b> James Woods, S.J., Dean.....McGuinn 100	<b>Fine Arts</b> John Michalczyk, Chairperson .....Devlin 434
<b>AHANA</b> Donald Brown, Director.....72 College Road	<b>First Year Experience Programs</b> Rev. Joseph P. Marchese, Director.....O'Connell House 107-109
<b>American Studies</b> Carlo Rotella.....Carney 451	<b>Geology and Geophysics</b> Alan Kafka, Chairperson.....Devlin 312
<b>Arts and Sciences</b> Joseph Quinn, Dean .....Gasson 103 J. Joseph Burns, Assoc. Dean.....Gasson 106 Carol Hurd Green, Assoc. Dean.....Gasson 109 Sr. Mary Daniel O'Keefe, Assoc. Dean.....Gasson 109 Clare Dunsford, Assoc. Dean .....Gasson 109	<b>German Studies</b> Michael Resler, Chairperson.....Lyons 201
<b>Biology</b> Marc A.T. Muskavitch, Chairperson .....Higgins 321	<b>Graduate Arts and Sciences</b> Michael Smyer, Dean and Associate Vice President for Research .....McGuinn 221 Stephanie Autenrieth, Assistant Dean for Student Services.....McGuinn 221
<b>Black Studies</b> Frank Taylor, Director .....Lyons 301	<b>History Department</b> Peter Weiler, Chairperson.....Carney 116
<b>Business Law</b> David Twomey, Chairperson .....Fulton 420C	<b>Honors Program</b> <b>Arts and Sciences</b> Mark O'Connor. ....Gasson 102 <b>Education</b> Peter Airasian.....Campion 336D <b>Management</b> David McKenna .....Fulton 226
<b>Campus Ministry</b> James D. Erps, S.J., Director .....McElroy 215	<b>Law School</b> John H. Garvey, Dean .....Stuart M309
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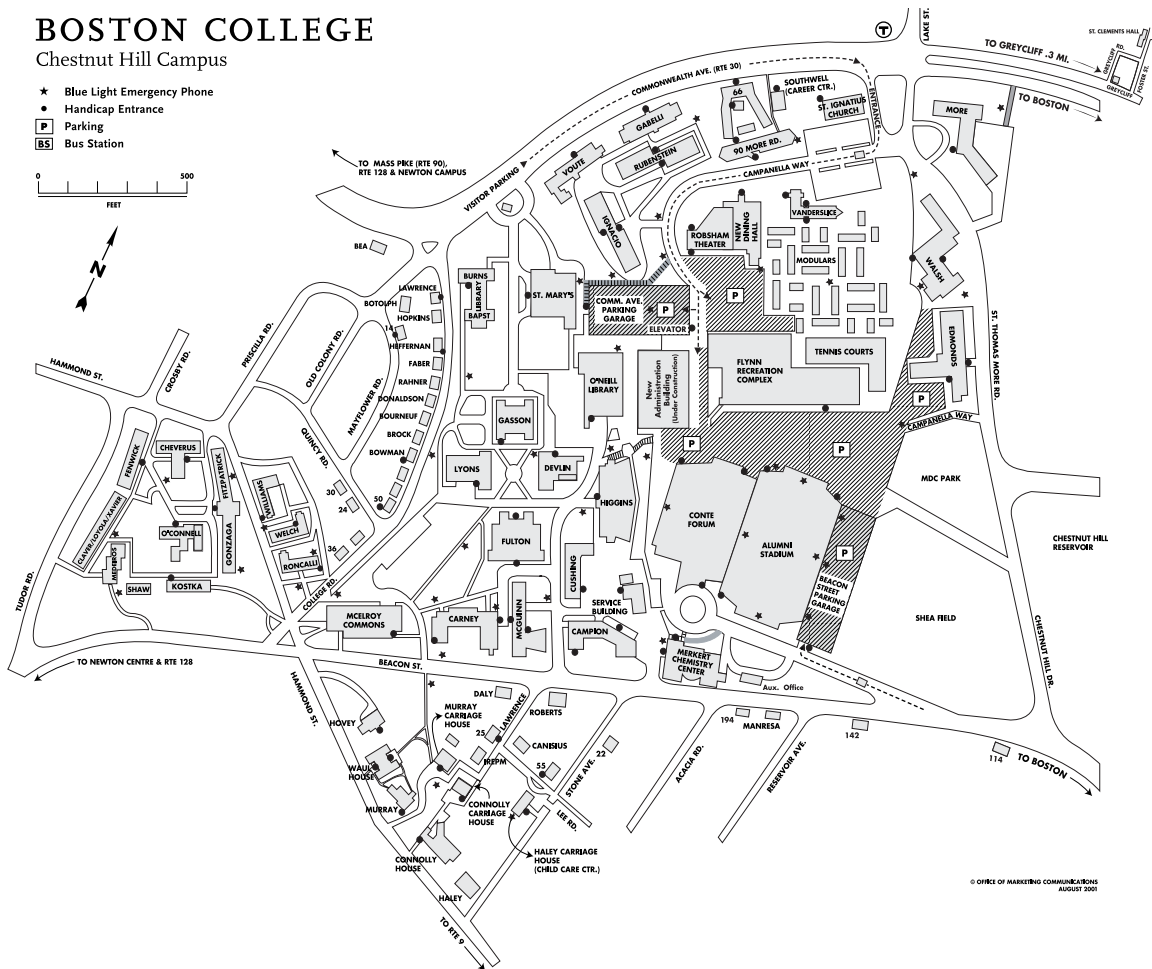
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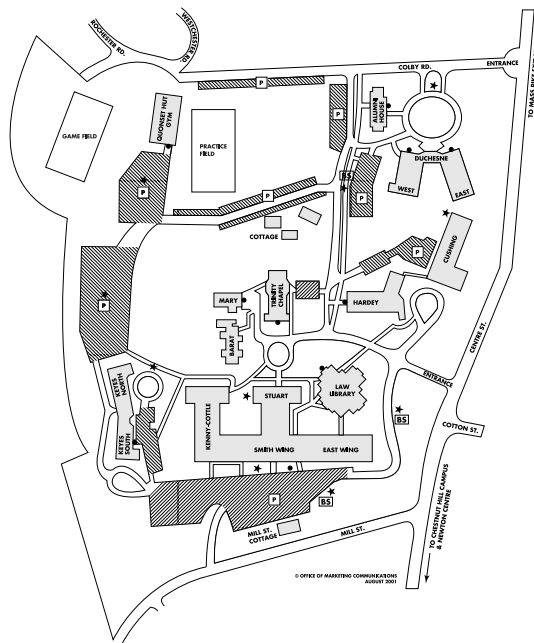


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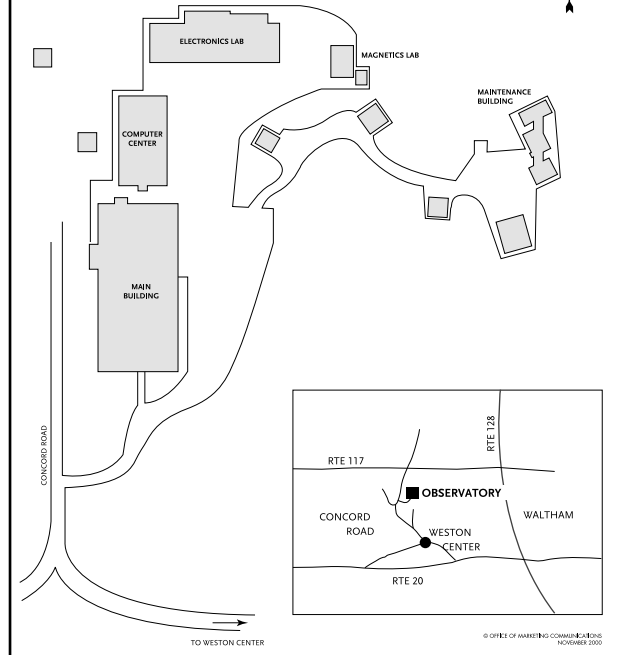
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Weston Observatory



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