BOSTON COLLEGE

2010–2011

EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2010-2011

Volume LXXX, Number 23, May 2010

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

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

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

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

USPS-389-750
Periodicals postage paid at Boston, Massachusetts 02109.
Postmaster: Send PS Form 3579 to Boston College Office of Student Services,
Lyons Hall, Chestnut Hill, MA 02467-3804.

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,171 full-time undergraduates and 4,960 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.5 million books, periodicals, and government documents, and more than 4 million microform units.

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

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

The Mission of Boston College

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

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

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs
- 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 28 Jesuit colleges and universities in the United States. With three teachers and 22 students, the school opened its doors on September 5, 1864. 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 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. 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 15 buildings standing on 40 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, 1929; the Evening College, 1929; the Graduate School of Social Work, 1936; and the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as The Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively and are now known as the William F. Connell School of Nursing and

the Carolyn A. and Peter S. Lynch School of Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, The Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by 12 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 15 master's degrees to 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 female students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, 24 years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the upper campus and Newton campus, and the construction of a new office building for faculty and administration on lower campus. These projects provided on-campus housing for more than 80% of the University's undergraduates.

In recent years, major advances have also occurred in student selectivity. Between 1996 and 2009, freshman applications increased from 16,501 to 29,290, and the average SAT scores of entering freshman increased from 1,248 to 1,334. Since 1996, the University's endowment has grown from $590 million to approximately $1.5 billion with the Ever to Excel campaign raising more than $440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. On December 5, 2007, Boston College unveiled its 10-year, $1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, BC's new School of Theology and Ministry opened its doors in the Brighton campus. In 1939 Weston College had been designated a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses.

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 National Council for Accreditation of Teacher Education, the New England Association of Schools and Colleges, the Teacher Education Accreditation Council, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

The Campus

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

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

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

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

ACADEMIC RESOURCES

Art and Performance

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

Campus Technology Resource Center (CTRC)

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

The Help Center (2-HELP)

The Help Center provides technical support via the phone (617-552-HELP), email (help.center@bc.edu), and web to the BC community seven days a week, 24 hours a day. For more information or to access our comprehensive self-help web pages and online request forms, visit www.bc.edu/help.

EagleTech

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

Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons Hall, room 313. In addition to its 26 listening/recording stations and teacher console, the facility includes the following: 23 workstations (16 Macs, seven PCs), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/video/DVD viewing, a CD listening station, as well as portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as language textbooks and activity 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.

Undergraduate and graduate students, faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24 hours a day, seven days a week to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, call 617-552-8473, or visit www.bc.edu/langlab.

The Libraries

The Boston College Libraries offer a wealth of resources and services, in support of the teaching and research activities of the University. The book collection numbers more than 2.55 million volumes and over 37,000 print and electronic serials. The Boston College Libraries include the O'Neill Library (which houses the Connors Family Learning Center), the Social Work Library, the Bapst Art Library, the O'Connor Library (at the Weston Observatory), the Educational Resource Center, the Theology and Ministry Library, the Burns Library (rare books and special collections), and the Law School Library.

Digital Library Services

The Quest Library Catalog (www.bc.edu/quest) provides convenient 24/7 access to books, electronic titles, periodicals, media resources, government documents, newspapers, and microform titles. Users can recall books checked out or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. Holmes One Search (www.bc.edu/holmes) is a new discovery and delivery tool that offers more integrated searching to the variety of library collections, a simpler and more visual interface, and the incorporation of 2.0 social networking options.

Digital Resources: The Boston College Libraries offer access to more than 400 databases, a rich collection of citation databases, e-book collections, full-text journals, reference sources, data files, and audio-visual resources.

An expanding number of links to electronic journals may be found by selecting Electronic Journals from the Libraries' home page. The libraries have also introduced technologies that provide more seamless linking between the databases and e-journal collections, www.bc.edu/libraries/help/howdoi/howto/findit.html. Most databases available through the Boston College Libraries are restricted to the Boston College community. Your BC username and password are needed to access these databases from off-campus.

The Libraries also support digital collections of Boston College's unique and rare materials such as the Thomas P. O'Neill, Jr. Photographs, the Bobbie Hanvey Photographic Archives, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the Boston College Libraries Digital Collections page at www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

Librarians are available for library instruction sessions, individual research consultations, and reference services in a variety of ways, via service desks, email, 24/7 online chat, text reference, and other technologies. See the Research Help by Subject page (www.bc.edu/libraries/help/subject.html) for the list of Subject Specialists. Use this list to make an appointment for advanced assistance in your discipline.

A list of subject guides is also available to help you begin your research. You can access them through libguides.bc.edu/index.php.

Available in the Library are workstations with productivity software, scanners, networked printers, as well as group study rooms.

Digital Institutional Repository: The eScholarship@BC Digital Repository is a central online system whose goal is to preserve the University's scholarly output. The repository manages submission, access, distribution, and preservation of scholarly information in digital formats. The repository maximizes research visibility, influence, and benefit by encouraging Boston College authors to archive and distribute online both unpublished work and peer reviewed publications in an open-access environment. eScholarship@BC includes scholarly peer reviewed electronic journals, archived peer reviewed articles, conference proceedings, working papers, dissertations and theses, conference webcasts, and like scholarships. For access and more information about eScholarship@BC, visit www.bc.edu/escholarship.

United States Government Publications: The O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public as well as Boston College students, staff, and faculty. Patrons can locate government documents in Quest, Holmes, and via specialized indexes.

Many government publications are also available via the internet. Questions about the O'Neill collection and the availability of government documents should be directed to the Reference and Government Documents staff in O'Neill Library.

The **Media Center** on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via Quest and Holmes. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, flip cameras, and a scanning station. Contact the Media Center in advance to reserve rooms or media materials. A portion of the collection is restricted to BC faculty loan only. A 2-day loan of non-restricted videos and DVDs is permitted to members of the BC community.

An **Interlibrary Loan** service is offered to students, faculty, administrators, and staff to obtain research materials not available in the Boston College Libraries. Books, journal articles, microfilm, theses and government documents may be borrowed from other libraries. Except for unusual items, the waiting period is from one to three weeks. Some materials arrive within a day or two. Requests are made by using forms in the *My Library Accounts/Interlibrary Loan Account* function of Quest or the *Find It* option that appears in many online databases.

The Boston College Libraries are part of the **Boston Library Consortium,** a group of area libraries which includes Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, Williams College, as well as the State Library of Massachusetts, the Boston Public Library, and the Marine Biological Laboratory at Woods Hole. Faculty and students may apply for a Consortium borrower's card at the Circulation Desk in O'Neill Library in order to borrow directly from the member libraries. Ask at the O'Neill Reference Desk for more information about the Consortium and the Interlibrary Loan services.

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

The Libraries of Boston College include:

The Thomas P. O'Neill, Jr., Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include approximately 1.5 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit www.bc.edu/libraries/collections/oneill.html.

The Connors Family Learning Center (CFLC), located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr., Learning Center, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. All CFLC tutors are recommended and approved by their relevant academic departments. Most are graduate students, juniors, or seniors.

Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

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

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

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

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

The Theology and Ministry Library (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in Catholic theology, history, canon law, and Jesuitana. In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at the School of Theology and Ministry, the library is a depository of virtually all significant international publications in the New Testament and related fields. For more information, visit www.bc.edu/libraries/collections/theology.html.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see www.bc.edu/burns.

The John J Burns Library is open during the academic year Monday, Tuesday, Thursday, and Friday 9:00 a.m. to 5:00 p.m., Wednesday 9:00 a.m. to 8:00 p.m. (closes at 7:00 p.m. in the summer), Saturday 10:00 a.m. to 2:00 p.m. (closed Saturdays in the summer). The Library is closed on all University holidays. Visitors are always welcome and are encouraged to view the permanent exhibition areas of the Library. Guided tours are also available upon request. Patrons using the collections must do so in the Burns Reading Room where specialized reference and copy services are provided. Burns sponsors an active exhibits and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

The **University Archives** are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other; 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 University Archives is the repository for the records of Newton College of the Sacred Heart (1946-1975) and the documents of the Jesuit Community of Boston College (1863-).

Located on the Newton Campus, the **Law School Library** has a collection of approximately 468,000 volumes and volume equivalents 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. For more information, visit www.bc.edu/lawlibrary.

Media Technology Services

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

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

Divisions within MTS include: Classroom Support Services, Graphic Services, Photography Services, Audio Services, Video Services, Cable Television Services, Film and Video Rentals, Newton Campus Support Services, Project Management, and Technical Support Services.

University Research Institutes and Centers

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and

basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

Boisi Center for Religion and American Public Life

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

Center for 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 partnerships 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. For more information, visit www.bc.edu/ccfcp.

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 350 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education and member engagement. The Center offers publications including an electronic newsletter, research reports, and white papers; professional development programs; and events that include an annual conference, roundtables and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545; www.BCCorporateCitizenship.org, or email ccc@bc.edu.

Center for East Europe, Russia, and Asia

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

Information available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons 210) and Roberta Manning (History, Campanella Way 417).

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

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

Center for International Higher Education

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

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

Center for Retirement Research

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

Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, and the American Enterprise Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, private pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

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

Center for Student Formation

The Center sponsors lectures, presentations, and workshops for faculty and administrative staff who interact with undergraduate and graduate students. In addition, the Center will lead and conduct research on the impact of student formation programs, serve as a resource for identifying and implementing best practices in formation, and fund initiative proposals that support BC's formation goals.

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education. In the past decade, CSTEEP 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 CSTEEP is the Technology and Assessment Study Collaborative. For more information, visit www.bc.edu/intasc.

For more information on CSTEEP, visit at www.bc.edu/csteep.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming $41 trillion wealth transfer. CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally the Center is working on a major research study called "The Joys and Dilemmas of Wealth," which will survey people worth $25 million or more and will delve into the deeper meanings, opportunities, and hindrances facing wealth holders. The objective is to create fresh thinking about the spiritual foundations of wealth and philanthropy and to create a wiser and more generous allocation of wealth. Over the past 20 years CWP has received generous support from the T.B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, The Calibre Division of Wachovia, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., and the Boston Foundation. For more information, visit www.bc.edu/cwp.

Center for Work & Family

The Boston College Center for Work & Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the success of organizations and the quality of life of today's workforce by providing leadership for the integration of work and life, an essential for individual, organizational, and community success. Our vision is that employers and communities will work together to ensure their mutual prosperity and the well-being of employees and their families.

The Center's values are:

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

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

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships—the Work and Family Roundtable, established in 1990, the New England Work and Family Association (NEWFA), established in 1992, and the new Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the

current business climate. For more information, visit www.bc.edu/cwf.

Institute of Medieval Philosophy and Theology

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

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

Institute for Scientific Research

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

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

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

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include: Air Force Research Laboratory (AFRL), Air Force Office of Scientific Research (AFOSR), Office of Naval Research (ONR), National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), Federal Aviation Administration (FAA), and other sponsors and partners from industry and academia

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

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

The ISPRC was founded in 2000, 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 solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit www.bc.edu/isprc.

Irish Institute

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 800 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2010-2011 programming will address, among other issues, nonprofit management, executive leadership, positive political identity, environmental policymaking, civic engagement among young people, effective civic governance, corporate social responsibility for small businesses, political journalism, and women's health and wellness.

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

Jesuit Institute

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

Lonergan Center

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

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 the precollege level. In the 1960s and 1970s 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 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. For more information, visit www.bc.edu/mathinst.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Co-directed by Dr. Ina V.S. Mullis and Dr. Michael O. Martin, the Center focuses its primary work on comparative international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

The TIMSS & PIRLS International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement (IEA), the U.S. National Center for Education Statistics, and U.S. National Science Foundation. For more information, visit timss.bc.edu.

Weston Observatory

Weston Observatory, formerly Weston College (1928-1949), is the seismology research division of the Department of Geology and Geophysics of Boston College. It is a premier research institute and exceptional science education center. The Boston College Educational Seismology project, currently encompassing grades K-12, delivers Inquiry-Based Science Education in more than 30 New England public school districts and private schools and is based at the Weston Observatory. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private, public, charter, home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public and welcomes a limited number of local high school volunteer interns during the summer. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently operates the 14-station New England Seismic Network that monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

AHANA Student Programs

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

The overarching aim of the Office of AHANA Student Programs is to support the academic, social, cultural and spiritual development of AHANA students at Boston College. Examples of services include: academic support, mentoring, individual and group counseling, and tutorial assistance.

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. For more information, visit www.bc.edu/ahana.

Options Through Education Program

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

Athletics Department

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

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

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

Career Center

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

The Career Center's Internship Program provides students in all classes with the opportunity to gain practical work experience in a professional capacity, during the summer or school year. As part of a consortium of 21 prestigious universities nationwide, the Boston College Internship Program lists internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least two or three internships before they graduate. The Internship Office has drop-in hours every afternoon from 1:00 p.m. to 4:00 p.m.

Students are also encouraged to conduct informational interviews with BC alumni. The Alumni Career Network contains the names of alumni who have volunteered to share their career experiences and to provide job search strategy tips. Students can access the Network through their Agora Portal accounts, or via the Career Center's home page.

The Career Resource Library offers a variety of career exploration, graduate school, and job search resources, and maintains the Career Center website. Professional assistance and advice on navigating the website is available.

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 200 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 careercenter.bc.edu.

Department of Campus Ministry

The Department of Campus Ministry, intent on being faithful to its Jesuit Catholic heritage, attends to the sacramental and pastoral needs of the Boston College community through daily, weekend, and campus-wide Masses, numerous retreats, faith communities, spiritual direction, and service programs.

Because development of the spiritual and religious life is vital for the formation of the whole person, all our liturgies, activities, and programs serve a three-fold purpose—to invite participants to recognize and respond to the call of God in their own lives, to support individuals in their ongoing spiritual and religious growth, and to challenge individuals to commit themselves to a life of prayer and service to others.

Campus Ministry offices are located in McElroy 233 and can be reached at 617-552-3475 or on the web at www.bc.edu/ministry.

Office of the Dean for Student Development

The mission of the Office of the Dean for Student Development is to facilitate student development and learning in all facets of the undergraduate experience. Utilizing a comprehensive approach to community development that is informed by the Jesuit, Catholic values of Boston College we address a variety of issues including civility and respect, alcohol and substance abuse, inclusion, disability, gender and sexuality, diversity, and student conduct both on and off campus.

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

Contact the Office of the Dean for Student Development at 21 Campanella Way, Suite 212, at 617-552-3470, or at www.bc.edu/odsd.

Dining Services

The University offers an award winning dining program that features a diverse and nutritionally balanced menu with broad hours of operation seven days a week. Students may dine when they like, where they like choosing from over nine dining opportunities that include: Carney Dining Room, The Eagle's Nest, and The Chocolate Bar on upper campus, Welch Dining Room and The Bean Counter on mid campus, Stuart Dining Hall on the Newton campus, and the Hillside Café, Lower Live, and the Addie's Loft on lower campus. Additionally students may use a portion of their meal plan at the concessions stands in the Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Drive. The cost of the meal plan for 2010-2011 is $4,632 per year. A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-8040.

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

Disability Services Office

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

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

Student Programs Office

The mission of the Student Programs Office is to develop students who are engaged with the Boston College community and prepared for leadership in the larger society. Our mission is realized through signature programs, advisement of student organizations, leadership development, and student formation.

The office provides programming advisement and facilitates the planning of educational, cultural, and social programs by approximately 130 registered student organizations, including the Undergraduate Government of Boston College and the Student Organization Funding Committee. The office also offers related services (space booking and posting approval) and programs (Student Activities Day, Club Officer's Orientation, and Leadership Awards Ceremony).

Additionally, the office facilitates the Emerging Leader Program, New Student Welcome Program, Nights on the Heights, O'Connell House Student Union, Sub Turri Yearbook, and Senior Week events.

Contact the Student Programs Office at 21 Campanella Way, Suite 242, at 617-552-3480, or at www.bc.edu/spo.

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 Unit is closed and can be reached at 617-552-3225.

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

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

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

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all 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 First Floor, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed website at www.bc.edu/healthservices.

Immunization

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

School	Credit Level
College of Arts and Sciences	9
Woods College of Advancing Studies—Undergraduate	12
Lynch School of Education	9
Carroll School of Management	9
Connell School of Nursing	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing

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 $65 will be charged to your student account.

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

University Counseling Services (UCS)

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

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center (VSLC) is to support students and other members of the University community who seek opportunities to serve marginalized persons and communities. This support includes providing information on existing volunteer needs on campus and in the greater Boston community. The VSLC staff offers advisement and resources for new initiatives, and designs training and resources related to individual and group service. The VSLC sponsors a number of programs and offers services which include:

- An online volunteer database available for students to find service placements that fit their interests and schedules.
- Annual volunteer fairs.
- An English Language Learners program for BC employees who practice their language skills with BC student tutors.
- A Post-graduate Volunteer Fair, as well as advisement and support for those who will serve full-time after leaving Boston College.
- Sponsorship and advisement for domestic and international service/immersion trips.
- Support for university departments and student groups on volunteer projects.
- Several annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Spread the Bread, and Hoops for Hope.

Annual Notification of Rights

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

Student Rights Under FERPA

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

These rights are as follows:

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

  Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

  Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading, or in violation of his or her rights of privacy.

  Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

  If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on official committees, such as disciplinary or grievance committees, or assisting other University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. Upon request, the University may disclose education records without consent to officials of another educational institution 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. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information. In order to do so, students must enter "privacy preferences" in the Agora Portal, Boston College's secured intranet environment. To ensure suppression in print directories, this must be done by the end of the first week of enrollment, after which the suppression indicators may be changed for online directories at any time.

Non-directory information is considered confidential and may only be disclosed under the limited circumstances permissible under the Family Educational Rights and Privacy Act (FERPA) and University policy.

Disclosures to Parents of Students

When a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the student. While FERPA permits the University to make disclosures from education records to the parents of a student who is a dependent for income tax purposes, these disclosures are discretionary and not required. It is generally the University's practice not to make disclosures from a student's education records involving academic matters to parents without the student's written consent.

Enrollment Statistics and Graduation Rate

During the fall of 2009, Boston College enrolled 9,171 undergraduates, 665 Woods College of Advancing Studies students, and 4,960 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 2002, 91 percent had completed their degree by 2008 and seven percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is 98 percent. Of the graduates, 97 percent earned their degrees within four years.

Notice of Information Disclosures

Boston College makes available the following information that is required to be disclosed to all enrolled students and current employees in accordance with Federal regulations promulgated under the Higher Education Act (as amended), the Drug-Free Schools and Communities Act, and the Family Educational Rights and Privacy Act.

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 Catalog.*

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

The following information is contained in Boston College's ***Annual Fire Safety and Security Report,*** *disseminated by October 1 of each year to enrolled students and current employees. The current version of this report can be accessed by visiting the Boston College Office of the Financial Vice President and Treasurer's website at www.bc.edu/offices/fvp/notices-disclosures.html. On or before October 1, 2010, this report will incorporate new information required to be released under the Higher Education Opportunity Act of 2008 (Fire Safety Program, Missing Student Notification, and Emergency Response and Evacuation Procedure).*

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, Emergency Response and Evacuation Procedure, Campus Law Enforcement, Missing Student Notification, 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.

Fire Safety Program will contain statistics related to any reported incident of a fire in on-campus student housing facilities, as well as a description of each on-campus student housing facility fire safety system and the number of fire drills held during the previous calendar year. The report will incorporate Boston College's policy on portable electrical appliances, smoking, and open flames in a student housing facility; evacuation procedures; and information on fire safety education and training programs.

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 paper copy of any 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, this *Boston College Catalog*, and may also be obtained by accessing the Boston College Office of Student Services website at 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 heritage. Boston College recognizes the essential contribution a diverse community of students, faculty, and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities or sexual orientation.

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance

with state and federal laws. Any applicant for admission or employment, and all students, faculty members, and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

RESIDENCE ACCOMMODATIONS

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

Lower Campus

Edmond's Hall Apartment Complex: The 9-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 students in 200 4-person, 2-bedroom apartments. Each apartment unit consists of two bedrooms, bathroom, dining area, kitchen, and living room. Laundry and weight rooms are available in this hall. These modern, completely furnished, air-conditioned 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, double-occupancy bedrooms, two bathrooms, living room, dining area, and kitchen. Laundry rooms are located in both residence halls. This area 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 four-person, two-bedroom air-conditioned apartment has a full kitchen, dining, and living room plus a full bathroom. 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 laundry and weight rooms. Subscription to the University Meal Plan is optional.

Modular Apartment Complex: The Modular Complex consists of 76 duplex townhouse apartments and houses approximately 450 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 six students per apartment and generally is senior housing. 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 4- and 8-person suites housing approximately 800 students. Each 8-person suite has a furnished lounge area and a kitchenette including a sink, counter space, cabinet space, kitchen table, and chairs. 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 traditional-style upperclassman facility houses approximately 230 students in predominantly double room accommodations. Each room is fully furnished and additional lounge areas and a laundry room is provided. The building also houses the Multi-Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory.

Vanderslice Hall and 90 St. Thomas More Drive: These suite-style residence halls, completed in the fall of 1993, consist of 6-, 7-, 8-, and 9-person suites housing approximately 750 students. Each air-conditioned suite has a furnished lounge and kitchenette area featuring a sink with counter space, a refrigerator, cabinets, and a kitchen table and chairs. A laundry room is included. These facilities also include a cabaret, cardiovascular, and music rooms, libraries, laundry rooms, and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

110 St. Thomas More Drive: Located on the Lower Campus, this residence hall houses approximately 300 upperclassmen in 6- and 8-person suite style accommodations. Each fully furnished suite has two bathrooms, a common room, and a kitchenette including a refrigerator, sink, counter, cabinets as well as a kitchen table and chairs. Other hall amenities include a laundry room, study lounges, and a weight room. Subscription to the University Meal Plan is mandatory.

Upper Campus

These are traditional-style residence halls with 1-, 2-, 3-, or 4-person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These 13 buildings house approximately 1,900 freshmen and sophomore students. Upper Campus residence use the laundry facilities in O'Connell House located in the center of Upper Campus. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 880 students. Free daily shuttle service is provided to the Chestnut Hill campus, which is located 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 cafeteria is located on the campus, as well as a library, chapel, and laundry facilities.

Special Interest

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

The Medeiros Honors House, located on the Upper Campus, houses 100 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural, and academic programs are held in this residence hall throughout the year.

The Multi-Cultural Leadership Experience floors, 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.

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

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

The Healthy Alternatives Lifestyle floors allow students to reside on alcohol, drug, and tobacco free floors. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

To encourage a healthier lifestyle and safer residence halls, all residential facilities at Boston College are smoke free. Students cannot smoke in their bedrooms, suites, apartments, or any other area within the residence halls. Those students who do smoke can smoke outside, but must be 20 feet away from the entrance of any residence hall. Residents of the Mods are permitted to smoke on their back porch.

Off-Campus Housing

The University operates an Off-Campus Housing office located in 21 Campanella Way for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent 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.

The Office of Residential Life offers residency to full-time graduate students in apartments located near main campus. The apartments are located on or near the Boston College bus line and have rents that include the following utilities: electricity, cable and broadband internet, gas, heat, and hot water.

TUITION AND FEES

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

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

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

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2010.
- Tuition first semester—$19,940.00
- Second semester tuition and fees are due by December 10, 2010.
- Tuition second semester—$19,940.00

*Undergraduate General Fees**

Application Fee (not refundable): 70.00
Acceptance Fee: 500.00

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.

Health Fee: 418.00
Identification Card (required for all new students): 30.00
Late Payment Fee: 150.00
Freshman Orientation Fee (mandatory for all freshman): ..400.00

*Undergraduate Special Fees**

Extra Course—per credit hour: 1,329.00
Laboratory Fee—per semester: 100.00-315.00
Massachusetts Medical Insurance: .....1,898.00 per year
(871.00 fall semester, 1,027.00 spring semester)
Nursing Laboratory Fee: .....up to 225.00
NCLEX Assessment Test: 70.00
Special Students—per credit hour: 1,329.00
Student Activity Fee: .....244.00 per year

Resident Student Expenses

Board—per semester: 2,316.00
Room Fee (includes Mail Service) per semester
(varies depending on room): 3,725.00-5,005.00

Summer Session

Tuition per credit hour: 630.00
Auditor's fee**—per credit hour 315.00

*All fees are proposed and subject to change.

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

Collection Cost and Fees: The student is responsible for any collection costs or court costs and fees should their account be turned over to a collection agency or an attorney.

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

Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

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

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 17, 2010, for the fall semester and by January 28, 2011, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: $25.00 per check
- All additional checks: $40.00 per check
- Any check in excess of $2,000.00: $65.00 per check

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.

- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

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

Undergraduate Refund Schedule

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

First Semester

- by Sept. 3, 2010: 100% of tuition charged is cancelled
- by Sept. 17, 2010: 80% of tuition charged is cancelled
- by Sept. 24, 2010: 60% of tuition charged is cancelled
- by Oct. 1, 2010: 40% of tuition charged is cancelled
- by Oct. 8, 2010: 20% of tuition charged is cancelled

Second Semester

- by Jan. 14, 2011: 100% of tuition charged is cancelled
- by Jan. 28, 2011: 80% of tuition charged is cancelled
- by Feb. 4, 2011: 60% of tuition charged is cancelled
- by Feb. 11, 2011: 40% of tuition charged is cancelled
- by Feb. 18, 2011: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

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

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

National Student Clearinghouse

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

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

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

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

Boston College Degree Programs

College of Arts and Sciences

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

Fifth Year Programs—Graduate School of Arts and Sciences

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

Fifth Year Programs—School of Theology and Ministry

Pastoral Ministry: B.A./M.A.

Lynch School

Elementary Education: B.A.
Human Development: B.A.
Secondary Education: B.A.

Fifth Year Programs—Lynch School Graduate Programs
Applied Developmental and Educational Psychology: B.A./M.Ed.
Curriculum and Instruction: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Human Development/Social Work: B.A./M.S.W.
Mental Health Counseling: B.A./M.A.
Moderate Special Needs: B.A./M.Ed.
School Counseling: B.A./M.A.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.

Fifth Year Programs—School of Theology and Ministry
Religious Education: B.A./M.Ed.

Carroll School of Management
Accounting: B.S.
Computer Science: B.S.
Corporate Reporting and Analysis: B.S.
Economics: B.S.
Finance: B.S., M.S.
General Management: B.S.
Human Resources Management: B.S.
Information Systems and Accounting: B.S.
Information Systems: B.S.
Management and Leadership: B.S.
Marketing: B.S.
Operations Management: B.S.

Connell School of Nursing
Nursing: B.S.

Fifth Year Programs—Connell School of Nursing
Nursing: B.S./M.S.

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

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 208, Chestnut Hill, Massachusetts 02467.

Admission from Secondary School

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

Standardized Testing

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

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

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

The Committee on Admission will select the best combination of test scores when evaluating an application. International students for whom English is not 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 $70 application fee ($70 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available in the Undergraduate Admission Bulletin or on the Undergraduate Admission website at www.bc.edu/applications. Candidates are notified of action taken on their applications by April 15.

Restrictive Early Action

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

AHANA Student Information

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

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

Options Through Education Program

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

International Student Admission

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

Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.4 to 3.6 cumulative grade point average. In 2009, the average cumulative grade point average for admitted students was 3.5. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

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

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

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

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

Transfer of Credit

Beginning with the class of 2014 Boston College will move from a course-based system to a credit-based system. BC students must complete the following number of credit hours for graduation: Arts & Sciences—120, Carroll School of Management—114, Lynch School of Education—120 or 121, depending on the major, and Connell School of Nursing—117. A maximum of 60 credit hours will be allowed in transfer. The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

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

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

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

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

Date of Graduation

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

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

A transfer student's date of graduation is determined by the number of credits accepted in transfer (prior to the class of 2014 it is based on courses accepted in transfer) and the number of Boston College semesters these satisfy. The normal academic load for undergraduates is five 3- or 4-credit courses per semester (four for seniors). Thus, students are expected to have completed 30 credits (ten courses) at the end of one year, 60 credits (20 courses) at the end of two years, etc. In determining a transfer student's date of graduation, leeway of six to eight credits (two courses) is allowed without loss of status. For example, students completing 24-30 credits (eight to ten transferable courses) are accepted as first semester sophomores.

Residency Requirements

There is a 4-semester residency requirement. Students must spend four semesters as full-time students and complete a minimum of eighteen 1-semester, 3-credit courses to be eligible for the degree.

Special Students

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

Advanced Placement Units

The Advanced Placement policies listed below will take affect with the class of 2011. All other classes should refer to an earlier catalog or their class dean for the appropriate Advanced Placement information.

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Arbitur, and the Swiss Maturité and Italian Maturita. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at www.bc.edu/advancedplacement. Students who earn a total of 24 advanced placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean at the end of their first semester at BC. No decision on Advanced Standing will be made prior to this time. Students seeking Advanced Standing must be able to complete all degree requirements by the proposed graduation date and be approved for Advanced Standing by the Dean before the start of the third year of undergraduate study.

College Board Advanced Placement (AP)

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

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

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

Computer Science: The AP exam in Computer Science does not fulfill Core requirements; however, elective equivalency will be earned with scores of 4 or 5. (3 AP units)

English: Students receiving a 4 on the AP English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 4 on the AP English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 5 on either English AP exam are considered to have fulfilled both the Literature and Writing Core requirements. (3 AP units for a score of 4 or 6 AP units for a score of 5)

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

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

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

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

Natural Science: Students receiving a 4 or 5 on the AP exams in Biology, Chemistry, or Physics B are considered to have fulfilled the Core requirement in Natural Science. Students scoring a 4 or 5 on both Physics C exams earn 6 units, a 4 or 5 on one exam earns 3 units. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement. (6 AP units each, except 3 for Environmental, 3 for each Physics C)

Psychology: Qualifying scores on the Psychology AP exam **do not fulfill any Core requitements at** BC but will be assigned elective equivalency. A score of 4 or 5 on the AP Psychology examination **can** be substituted for either PS 110 Introduction to Psychology as a Natural Science or PS 111 Introduction to Psychology as a Social Science, but students substituting an AP exam score for PS 110 or 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology. (3 AP units)

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

Statistics: Students entering the Carroll School of Management who have received a score of 5 on the AP Statistics exam are considered to have fulfilled the Carroll School of Management Statistics requirement. (3 AP units)

International Baccalaureate

Each score of 6 or 7 on Higher Level exams will earn 6 advanced placement units and will generally satisfy a corresponding Core requirement. Students who earn three HL scores of 6 or 7 and a B or better on both CAS and TOK will earn a total of 24 advanced placement units and may be eligible for advanced standing as outlined earlier. For further details please refer to our website at www.bc.edu/advancedplacement.

British A Levels

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

- 6 units for grades of A or B
- 3 units for grades of C
- Grades lower than C do not qualify
- 3 units will be assigned for AS levels with grades of A or B (nothing for C and lower)
- Units may be used to fulfill corresponding Core or major requirements

French Baccalaureate

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

- 6 units for scores of 13 or higher
- 3 units for scores of 10-12
- Scores below 10 do not qualify.
- Units may be used to fulfill corresponding Core or major requirements.

For detailed information on the **German Arbitur, Swiss Maturité,** and **Italian Maturita,** visit www.bc.edu/advancedplacement.

College Courses Taken during High School

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

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

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

to satisfy high school graduation requirements are not eligible for advanced placement units unless they take the corresponding College Board AP exams and earn qualifying scores.

Foreign Language Proficiency Requirement:

Arts and Sciences and CSOM

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

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

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

Carroll School of Management students may demonstrate proficiency as follows:

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

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

FINANCIAL AID

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

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

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

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

General Information

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

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Stafford Loans, Federal Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS, Federal Pell Grants, Federal Academic Competitiveness Grants, Federal National SMART Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, 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 main-

taining 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 Aid Associate.

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal 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.

First Year Experience

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

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

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

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

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

48HOURS is a weekend experience open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. Participants of this program hear senior student leaders speak personally and honestly about their own college experiences, focusing particularly on their first year ups and

downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

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

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

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

Special Programs

Capstone Seminar Program

The Capstone Seminar Program helps students to "cap off" their Boston College experience by a review of their education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester exclusively for seniors and second-semester juniors in all schools. The Capstone seminars explore the struggle to discern your own calling in life as you integrate the four crucial areas of work, relationships, society, and spirituality. Capstone seminars are taught by two dozen faculty from 20 different departments and all four colleges—A&S, CSOM, LSOE, and CSON—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in this *University Catalog*. Many Capstone Seminars are also cross listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. For information, contact the Program Director, Fr. James Weiss via email at james.weiss@bc.edu or see the University Courses section of this catalog. You may also reference the Capstone Program website at www.bc.edu/capstone.

Office of International Programs (OIP)

An international experience is an integral part of the course of study for over 40 percent of BC undergraduates. Each year more than 1,100 students spend a semester, summer or academic year studying abroad. Boston College collaborates with a variety of partner universities worldwide to administer programs in about 30 countries. To apply for semester/academic year programs abroad, students are required to have a 3.2 GPA and be in good disciplinary standing. Students should begin planning for study abroad during their freshman year. OIP also offers over 30 short-term, faculty-led summer courses that are open to all students and have no minimum GPA requirement. Study abroad information sessions, the OIP Resource Room, and individual meetings with Advising Assistants and International Study Advisors help students choose the best program for their needs.

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

Academic Year Programs

Argentina

Pontificia Universidad Catolica Argentina

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

Universidad Torcuato Di Tella (Buenos Aires)

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

Australia

Monash University

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

Murdoch University

Semester or full-year program in Perth, Western Australia, with offerings across the disciplines. Especially strong in biosciences and communications.

Notre Dame University

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

University of Melbourne

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

University of New South Wales

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

Brazil

Pontifical Catholic University of Rio de Janeiro

Semester or full-year program for students with elementary Portuguese and advanced Spanish skills. New English track in Brazilian and Latin American culture. Course offerings in all disciplines.

Chile

Pontificia Universidad Catolica de Chile

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

Universidad Alberto Hurtado

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

China

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

Hong Kong University of Science and Technology

Semester or full-year direct enrollment program with a strong focus on business/management for CSOM students. Program is also open to A&S students.

Denmark

Copenhagen Business School

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

Copenhagen University

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

Ecuador

Universidad San Francisco de Quito

Semester or full-year program with course offerings across the disciplines, including Latin American environmental studies. Biology course offered as well.

England

Advanced Studies in England

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

Durham University

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

King's College

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

Lancaster University

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

London School of Economics

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

Queen Mary, University of London

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

Royal Holloway, University of London

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

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

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

University College London

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

University of Liverpool

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

France

BC in Paris

Semester or full-year program based at the University of Paris, Centre Sevres, or the Institut Catholique de Paris (ICP). Offers a wide range of disciplines.

Sciences Po

Full-year program in Paris at France's premiere institute for the study of political science, international studies, and business.

University of Strasbourg

Semester or full-year exchanges with the University of Strasbourg. Students can study political science, international studies, the humanities, management, and the sciences. Students with elementary to intermediate French can study at the Institut International d'Etudes Francaise (IIEF).

Germany

Eichstatt Catholic University

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

WHU Otto Beisheim School of Management

Semester or full-year program at Germany's top business school, centrally located within Germany. Many courses are taught in English. Students take a German language class (beginner to advanced), may take a history class, and have an option of doing an internship in English or German.

Greece

American College of Thessaloniki (ACT)

Semester or full-year direct enrollment program in Thessaloniki, Greece's second largest city. Course offerings in English in a range of disciplines, including business and the social sciences. Some internships are available.

Ireland

National University of Ireland Galway

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. Some courses are approved for CSON students. A&S students must take an Irish Studies course at BC prior to departure.

National University of Ireland Maynooth

Semester or full-year program in a small campus environment outside of Dublin. Voted Ireland's Outstanding University for 2008. A&S students must take an Irish Studies course at BC prior to departure.

Queen's University Belfast

Semester or full-year program across the disciplines in Northern Ireland's most distinguished university. A&S students must take an Irish Studies course at BC prior to departure. Exceptionally strong in arts and humanities.

Trinity College Dublin

Full-year program at one of Europe's oldest and most prestigious institutions located in the center of Dublin. Wide range of courses across all disciplines. A&S students must take an Irish Studies course at BC prior to departure.

University College Cork

Fall semester or full-year program at one of Ireland's finest universities offering a broad selection of courses in a wide range of disciplines including business, arts, and sciences. A&S students must take an Irish Studies course at BC prior to departure.

University College Dublin

Semester or full-year program at one of Ireland's outstanding universities with offerings across the disciplines, including Arts and Commerce. Students in the Arts and Sciences faculties select two

departments in which to take most of their courses. Commerce students take all classes within the Quinn School. A&S students must take an Irish Studies course at BC prior to departure.

Italy

Bocconi University

Semester or full-year program in Milan with courses in English.

BC in Parma: University of Parma and Istituto Dante Alighieri

Semester or full-year program with courses in English.

Venice International University

Semester or full-year program with courses in English.

Japan

Sophia University

Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines. Two semesters of Japanese language must be completed prior to departure.

Waseda University

Full-year program in Tokyo with course offerings in English through the SILS School. A range of disciplines is available, including history, political science, communication, and business. Two semesters of Japanese language must be completed prior to departure.

Kuwait

American University of Kuwait

Semester or full-year direct enrollment program in Al-Salmiya. Opportunities to study Arabic as well as other courses taught in English. Strong on-site support and homestay housing.

Mexico

Iberoamericana University

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

Morocco

Al Akhawayn University

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

Nepal

Center for Buddhist Studies

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

The Netherlands

University College Utrecht

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

University of Amsterdam

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

Norway

University of Bergen

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

The Philippines

Anteneo de Manila University

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

Poland

Jagiellonian University

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

Scotland

University of Glasgow

Semester or full-year program in business, humanities, social sciences, and law.

South Africa

Rhodes University

Semester or full-year program in Grahamstown for students across the disciplines. Supervised service-learning placements through the BC program. On-campus housing includes meal plan.

University of Cape Town

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

South Korea

Sogang University

Semester or full-year program in Seoul with a range of courses offered in English. Opportunity for intensive language study. Recommended for International Studies and business majors. Students live in new on-campus residence halls

Spain

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

Semester or full-year program for students in all disciplines. New International Relations major offered at Comillas.

Granada Institute of International Studies (GRIIS)

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

Universidad de Deusto

Semester or full-year program in Spain's Basque country on campuses in San Sebastian and Bilbao.

Universidad Pompeu Fabra

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

ESADE

Fall and spring semester program in Barcelona offering courses in business and law.

Sweden

Uppsala University

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

Summer Programs

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

Africa

South Africa

The History and Literature of South Africa

Course familiarizes students with South Africa's major historical events beginning in the colonial period through the post-Apartheid period.

Asia

Bali

Making Art in Bali: Works on Paper

Introductory-level visual arts course designed to appeal to both art and non-art majors. Focus is on using easily portable materials and is limited to works on paper.

India

Creative Writing Workshop

Writing out of Place: Writing workshop foregrounds the experience of the journey and questions the notions of "place" and "displacement."

Europe

England

Contemporary Theater and Drama in London

For five hundred years, the performance of plays in London has been the cultural heartbeat of England. The course measures that heartbeat by examining the current theater scene in London and the legacy which has led to it.

Literary London: Shakespeare to Virginia Woolf

Course introduces major works of British literature in the spaces and places where they were conceived, written, and experienced, from Shakespeare's Globe Theater to Virginia Woolf's Bloomsbury.

France

Intensive Intermediate French

Students experience local culture and cuisine in Bordeaux while improving their French. The 5-week course is the equivalent to a full year of Intermediate French.

Post-Intermediate Independent Study

Students who have completed the intermediate level of French can apply for independent study.

Germany

Intensive Intermediate German

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

Greece

Christianity and Philosophy in Greece

Course in Athens focuses on the relationship between Greek and biblical thought while helping students to better understand the definition and range of Christian philosophy.

Ireland

Irish Culture

Course in Dublin explores the history of Ireland—North and South—and tracks the changes that have taken place.

Introduction to Business Law

Course in Dublin provides students with an understanding of the law as it impacts the contemporary business decision-making process.

James Joyce's Ireland

Students gain a unique perspective on Ireland through the writings of its greatest twentieth century author.

International Comparisons in Child and Family Social Policy

Seminar in Dublin designed to provide participants with a foundation of knowledge concerning current social issues involving children and families.

Italy

Ecology of an Ancient Landscape

Course in Parma introduces basic concepts of Ecology, such as the interaction of resources and conditions with living organisms, adaptation and homeostasis, population dynamics, and migration.

Art and Architecture of Renaissance Florence

Course focuses on the artistic and architectural works created in Florence during the fourteenth, fifteenth and sixteenth centuries.

Conjuring the City: Florence and Dante's Inferno

Course explores the city of Florence, one of the first great urban centers of commerce and art in the Middle Ages and Renaissance, and its dark shadow as the infernal city of Dante's *Divine Comedy.*

Catholics in Rome and America: Current Ethical Issues

Introductory survey of the evolution of the church in Rome and America. It investigates major architectural sites, artistic monuments, and significant traditions in the history of moral theology.

Italian Migrations

Course in Rome focuses on the history of Italian migration from a multi-disciplinary perspective.

Drawing from the Venetian Masters

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

The Imaginary City: Why Writers Love Venice

A detailed exploration of the world's most beautiful and enigmatic city through fiction, essays, cinema, philosophy and on-site wanderings.

Venice and New Orleans

A Comparative Study of Two Imperiled Cities: Focuses on two great cities that are perennially imperiled by floods. It examines how floods and the threat of flooding have shaped Venice and New Orleans physically, politically, and culturally.

Spain

Contextos: Introduction to Literary Analysis

Course in Madrid offers an introduction to literary analysis, focusing on texts from the Spanish and Spanish-American literary traditions, from the Medieval period to the twentieth century.

Spanish Art History: from Al-Andalus to Picasso

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

Turkey

Exploring the Religious Worlds of Istanbul and Anatolia

Course in Istanbul introduces students to the central features of Islamic religious and devotional life, and provides an introduction to key sites and institutions of Eastern Orthodox Christianity.

Latin America

Argentina

Argentina: History and Culture

This introductory course in Buenos Aires offers an overview of the historical and cultural trajectory of Argentina through essays, literature, and film.

Chile

Naturalmente II Democracy in Chile: Literary Perspectives

Course in Santiago aims to improve the competency of spoken and written Spanish. Focuses on the study of the language in the socio-political context of Chile.

Liberation Theology in the Chilean Context: Faith, Church, and Social Change

Course in Santiago examines the relationship between Catholicism and social change in Chile. Pays special attention to the implications of that relationship for Christian theology.

Costa Rica

Introductory Tropical Science

In conjunction with the Monteverde Institute, course provides students with an interdisciplinary overview of tropical biology, law, policy, culture, and language as well as the interactions among them.

Ecuador

Global Health Perspectives

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

Middle East

Kuwait

Politics and Oil

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

Israel

Mediterranean Conflations

Through authentic materials such as literature, music, film, gastronomy, and archaeological sites and museums, this course in Tel Aviv seeks to investigate the cultures and the peoples that have criss-crossed the Mediterranean and left their mark on its shores.

Internships Abroad

Dublin

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

Other Opportunities

Overseas Teaching Program

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

Presidential Scholars European Program

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

Washington Semester Program and SEA Education Program

Washington Semester

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad and Washington semester programs are administered as approved external programs through the Office of International Programs. Students interested in the Washington Semester programs can schedule an appointment with Christina Dimitrova (dimitroc@bc.edu) at OIP. For more information visit www.bc.edu/offices/international/programs/external.html.

SEA Education Association Program

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

Faculty and Staff Children Exchange Program (FACHEX)

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

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) for information about participating colleges and universities, and for details on how to apply for FACHEX at these institutions.

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice. Employees should be additionally aware that there is a December 15 deadline for all schools to receive FACHEX certifications, so you should pursue certification requests before then to be eligible.

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

Pre-Professional Programs

Pre-Law Program

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

Pre-Medical/Pre-Dental Program

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

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

- General Chemistry with lab
- Organic Chemistry with lab
- 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 (particularly veterinary medical schools) have additional required courses, such as biochemistry.

Three Year or Four Year Sequencing:

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

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

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

Non-Science Majors: Program Options

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. Molecules and Cells (BI 200) and Organisms and Populations (BI 202) are the recommended Biology courses that students should take to fulfill health professions school requirements. General Biology Laboratory (BI 210-211) fulfills the Biology laboratory requirement. Several 3- and 4-year options appear below (Options A-E), but other sequences are possible.

Option A: Non-Science Majors—Three Year Option

Freshman Year

- Molecules and Cells (BI 200-Fall)*
- Organisms and Populations (BI 202-Spring)
- General Biology Lab (BI 210-Fall)
- General Biology Lab (BI 211-Spring)
- General Chemistry (CH 109 Fall; CH 110 Spring)**
- General Chemistry Lab (CH 111 Fall, CH 112 Spring)
- Calculus (MT 100 Fall; MT 101 Spring)***
- English Core Requirement
- Electives/Core Courses

*Chemistry CH 109 or equivalent or permission of department is a prerequisite or corequisite of BI 200

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

***or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 330)

Sophomore Year

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

Junior Year

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

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

Option B: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that mathematics (e.g., Calculus MT 100-101) is taken sophomore year along with Organic Chemistry (CH 231-232) and Organic Chemistry Lab (CH 233-234). This allows freshman year to be slightly less math/science oriented.

Option C: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that Biology (BI 200-202) and General Biology Lab (BI 210-211) are taken sophomore year, along with Organic Chemistry. This option significantly lessens the freshman year course load, but makes sophomore year, with Organic Chemistry and Biology, quite demanding. Also, students may not know whether they are academically competitive until the end of their sophomore year.

Option D: Non-Science Majors—Four Year Option

In this program, students complete Option A during their first three years. During senior year, students have time to complete additional science electives, research, and any other projects of interest. Some recommended science electives include Biochemistry, Molecular Cell Biology, Genetics, and Physiology. Students can then apply to graduate schools in the health professions at the end of their senior year, and admissions committees have four (instead of three) years of work to evaluate. This option allows students to strengthen their candidacy before applying, thus increasing their chances for admission.

Option E: Non-Science Majors—Four Year Option

This option is especially appropriate for students who feel that their high school science/mathematics background is weak. Following this option, students take one required science course each year (see Option A above for course listings). Mathematics should generally be taken either freshman or sophomore year. Though this option allows students to ease into and spread out their premedical/predental course work, the potential disadvantages are the following: (1) Students may not know whether their grades are competitive until their third or fourth year at BC or (2) once enrolled in medical or dental school, students must take many challenging science courses simultaneously each semester, so even a solid performance in Option E may not prepare them effectively for a rigorous graduate school curriculum.

Science Majors: Program Options

Biology Majors

B.S. Program: The B.S. in Biology fulfills all of the core premedical/predental requirements listed above. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore BI 210-211 General Biology Lab is optional for Biology majors.

B.A. Program: The B.A. program in Biology does not fulfill all of the premedical/predental requirements listed above. The B.A. in Biology only requires one semester of mathematics. In addition, the B.A. does not require Organic Chemistry (with lab) or Physics (with lab). To fulfill premedical/predental requirements, the B.A. Biology major must therefore take one full year of Organic Chemistry (with lab), Physics (with lab), and mathematics. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biology majors.

Recommended course sequences for Biology majors (B.A. and B.S.)

Freshman Year

- Molecules and Cells (BI 200-Fall)*
- Organisms and Populations (BI 202-Spring)
- General Chemistry (CH 109-110)**
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***
- English Core Requirement
- Electives/Core Courses

*Chemistry 109 or equivalent or permission of department is a prerequisite or corequisite of BI 200

**or the honors chemistry courses Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120) both by invitation of the instructor only

***or, if supported by AP exam or the Mathematics Departments recommendation, Calculus II/Biostatistics (MT 101 and BI 330)

Sophomore Year

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology Lab (BI 310)
- Genetics (BI 305)
- Genetics Lab (BI 311)
- Electives/Core Courses

Junior Year

- Introduction to Physics (PH 211-212)
- Physics Lab (PH 203-204)
- Biology Electives
- Electives/Core courses

Biochemistry Majors

The requirements of the Biochemistry major at Boston College fulfill all of the core premedical/predental requirements outlined above. For a complete listing of the required courses for this major, refer to the appropriate program description in the Catalog and/or departmental website. 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 optional for Biochemistry majors.

Chemistry Majors

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/predental/preveterinary requirements. There is no biology course required for the major. Therefore, most Chemistry majors take Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. Calculus (Math/Science majors) MT 102-103 is the required mathematics sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, refer to the program description in this Catalog or the department's website.

Advanced Placement

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

Further Information

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

Presidential Scholars Program

The Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately 15 incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars are introduced through an Evening Speaker series 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. To complement the emphasis on ideas and ideals they encounter in their Honors Seminars, in their discussions with visiting speakers, and in their summer programs, Presidential Scholars also give presentations to their fellow scholars about a variety of their experiences including study abroad, Advanced Study Grants, internships and thesis writing. These presentations serve as additional avenues of inspiration to younger scholars, offering them a glimpse of the opportunities that are open to them throughout their college careers. In addition, these presentations offer the upperclassmen scholars the opportunity to develop and refine their public speaking skills.

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.

Presidential Scholars European Program

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

PULSE Program

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

Reserve Officers' Training Corps

Air Force Reserve Officers' Training Corps

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for 2- and 3-year scholarships, some of which would cover full tuition, others which cover $15,000 per academic year. Academic specialties for scholarships include 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 the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers' Training Corps

The U.S. Army offers Reserve Officers' Training Corps (ROTC) at Boston College as an Extension Center is in cooperation with Northeastern University. Boston College students attend classes and training on the Chestnut Hill campus. Upon graduation, ROTC students receive a commission as a Second Lieutenant in the U.S. Army and serve on active duty or in the reserves in a wide variety of fields. Highly qualified graduates may also be selected to attend professional schools, such as medical or law school.

Scholarships may be available for qualified high school students admitted to Boston College and college students currently attending BC. In addition, scholarships are available to Boston College Nurses under the Partnership in Nursing Education program. All scholarships include full tuition and mandatory fees, a monthly stipend, and money for books. Boston College also awards additional incentives for Army ROTC scholarship Cadets. For more information including an application, contact the Department of Military Science Extension Center at Boston College (Carney Hall 113/114), 617-552-3230 or visit www.bc.edu/armyrotc.

Navy Reserve Officers' Training Corps

Qualified BC students may cross enroll in Navy Reserve Officers' Training Corps (and the Marine Corps Option) at Boston University. There are 3- and 4-year programs with possible scholarships (full tuition, some books/fees expenses, monthly stipend, but no room and board). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, contact the Department of Naval Sciences, Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class (PLC)

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

Undergraduate Faculty Research Fellows Program

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

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

The formal application for an Undergraduate Research Fellowship must come from the faculty member whose research project the student will assist. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. More information is available at www.bc.edu/offices/ufel/fellowships/undergrad/fellowships.html.

ACADEMIC INTEGRITY

Policy and Procedures

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

Standards

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

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

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

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

Other breaches of academic integrity include:

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

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly

faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

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

Academic Deans

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

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

Procedures

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

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the student's class dean.

On receipt of such a notification the class dean will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

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

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

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

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

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

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

Academic Regulations

Academic Regulations are effective from September of the 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 or graduate department or his or her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

Academic Record

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

Attendance

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

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

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

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

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

Absences for Religious Reasons

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

Audits

Undergraduate

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

Core Curriculum—Undergraduate University Core Requirements

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

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

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

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

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

Cross Registration

Woods College of Advancing Studies

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

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

Boston Theological Institute

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

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

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

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

The Consortium

Under a program of cross registration, sophomores, juniors, and seniors may take one elective course during each semester at Boston University, Brandeis University, Hebrew College, Hellenic College,

Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. Cross registration forms are available in the Office of Student Services, Lyons Hall.

Dean's List

The Dean's List recognizes the achievement of undergraduates semester by semester. For the classes of 2011, 2012, and 2013 the Dean's List classifies students into three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); and Third Honors (3.300-3.499). Beginning with the class of 2014, students will be classified into two groups; First Honors (3.700-4.000) and Second Honors (3.500-3.699).

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

Degree Audit

A degree audit is a computer-generated analysis that enables an undergraduate (except for Woods College of Advancing Studies) or law student and his or her advisor to assess the student's academic progress and unfulfilled requirements. Students in the Woods College of Advancing Studies can meet with an advisor and obtain a degree audit at any time.

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

Degree with Honors

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

Enrollment Status

Undergraduate Full-Time Enrollment Status

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

For the classes of 2011, 2012, and 2013, the usual program is five courses of at least three credits each per semester and four or five courses each semester for seniors. To be considered full-time, students must be registered for at least four 3-credit courses per semester. Lynch School of Education students take a 1-credit Professional Development Seminar during the first semester of freshmen year. Woods College of Advancing Studies students must be enrolled in 12 credits to be considered full-time

Undergraduate Part-Time Enrollment Status

Visiting or special students may enroll in one, two, or three courses each semester through the Woods College of Advancing Studies. Additional courses require the Dean's approval. Students may not enroll part-time in the Carroll School of Management, the College of Arts and Sciences, the Lynch School of Education, or the Connell School of Nursing.

External Courses

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

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

Final Examinations

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

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

Foreign Language Requirement

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

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

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

language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:
- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP text or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

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

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

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

Grading

The grading system consists of 12 categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, 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 Woods 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 through your Agora Portal at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade should resolve the discrepancy within the first six weeks of the following semester.

Grading Scale

In computing averages, the following numerical equivalents for the twelve (12) letter grades are used:
- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

Incomplete and Deferred Grades

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

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

Pass/Fail Electives

Sophomores, juniors and seniors may enroll online in a non-major, non-minor, or non-Core course on a pass/fail basis during the first seven days of the semester. After the first seven days, students may submit requests to have a course credited on a pass/fail basis to their Associate Dean's office. Such requests must be submitted no later than October 1 in the fall semester and February 15 in the spring semester. Freshmen may not take any courses on a pass/fail basis.

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

Departments may designate some courses as not available in general for pass/fail enrollment. Courses in the Carroll School of Management may not be taken on a pass/fail basis. Courses in the Woods College also may not be taken on a pass/fail basis. Students in the Carroll School of Management may not take university Core, management Core, or management concentration courses on a pass/fail basis.

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

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

Grade Change

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

Graduation

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

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

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

Internal Transfers

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

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

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

Leave of Absence

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence. The process begins in the Associate Dean's Office and will be extended for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the Associate Dean. Students may not participate in extracurricular activities while on a leave of absence.

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

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

Majors, Minors, and Concentrations

Majors

A major is a systematic concentration of at least 30 credits (ordinarily 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 (LSOE), American Studies (WCAS), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Economics, English, Environmental Geosciences, Film Studies, French, Geological Sciences, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), German Studies, History, International Studies, Islamic Civilization and Societies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences (WCAS), Sociology, Studio Art, Theater, and Theology.

An Independent or Interdisciplinary major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the school. A student may count no more than one course toward both majors, or one course toward a major and minor.

Minors

College of Arts and Sciences

Some departments offer a minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of 18 credits (ordinarily six courses). These must include one introductory level course and at least one upper-level course or seminar.

Departmental minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, French, Geology

and Geophysics, German, History, Hispanic Studies, Italian, Mathematics, Music, Philosophy, Physics, Romance Languages, Russian, Sociology, and Theology.

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

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

Lynch School of Education

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

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

Connell School of Nursing

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

Carroll School of Management

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

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

Concentrations

Undergraduate Carroll School of Management (CSOM)

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

Overloads

Students may register for five 3-credit courses and a maximum of 20 credits including labs and other 1- or 2-credit courses at registration. Students who have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately prior to the one for which the overload is sought may register online for a sixth course of three credits or more and a maximum of 24 credits including labs and other 1- or 2-credit courses during the first week of class each semester. Students must notify the Associate Dean by October 1 in the first semester and February 15 in the second semester if 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 of three credits or more in their first semester at Boston College.

Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses of three credits or more taken during senior year.

Students in a Woods College of Advancing Studies degree program take a maximum course load of three courses per semester. Authorization for one additional course will be given only if a student has completed these courses in the previous semester, each with a grade of B- or better. One course may be taken during each Summer Session. Additional ones require authorization. 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.

Satisfactory Academic Progress

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

Study Abroad—Office of International Programs (OIP)

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

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

Summer Courses

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

Transcripts

All current students submit requests for academic transcripts through their Agora Portal at portal.bc.edu. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit www.bc.edu/transcripts.

Transcript/Diploma Holds

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

Transfer of Credit

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours). A maximum of 60 credit hours will be allowed in transfer.

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

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

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

University Degree Requirements

The requirements for the bachelor's degree in the undergraduate day colleges for the classes of 2011, 2012, and 2013 are the completion with a satisfactory cumulative average (at least 1.5 in the Carroll School of Management and at least 1.667 in all other schools) and at least 38 3-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. In the College of Arts and Sciences, 32 of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools.

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

- Arts and Sciences students must accumulate at least 120 credits with 96 of the required 120 credits in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools. Students in the College of Arts and Sciences complete the Core curriculum, a major of at least 30 credits, and the language proficiency requirement.
- Carroll School of Management students complete 114 credits.
- Lynch School of Education students complete either 124 (Elementary and Secondary Education majors) or 121 credits (Human Development majors).
- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

University Communication Policies and Student Responsibilities

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

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

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

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

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

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

Withdrawal from a Course

Undergraduates may drop or add a course(s) online during the first seven class-days, excluding weekends, of the semester. Undergraduates only may drop a course until October 1, in the fall and February 15, in the spring semesters in their Associate Dean's office. Students may not drop below 12 credits in a semester.

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

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

Withdrawal from Boston College

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

University (Senior) Awards and Honors

College of Arts and Sciences

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

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

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

J. Robert Barth, S.J., Award for Excellence in the Arts: An award in honor of the Dean of the College of the Arts and Sciences (1988-1999), who established and nurtured departments and programs in the arts. This award is presented annually to a senior who has made outstanding contributions to Boston College in the fine or performing arts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mary A. and Katherine G. Finneran Commencement Award

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

John McCarthy, S.J., Award: An award established in memory of Rev. John McCarthy, S.J., a most beloved scholar, faculty member, and Dean in the College of Arts and Sciences, for those whose Scholar of the College projects are deemed most distinguished in the Humanities, the Social Sciences, the Natural Sciences and in History.

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

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

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

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

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

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

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

Mary Werner Roberts Award for Art: An award in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the Stylus each year.

Paul J. Sally, Jr., Award: A cash award, in honor of Paul J. Sally, Jr., '54, '56, Professor of Mathematics at the University of Chicago, a highly esteemed mathematician well known for his many contributions

to mathematical endeavors at all levels. This award is bestowed on senior mathematics majors who demonstrate excellence in mathematics coursework of a particularly demanding nature.

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

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

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

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

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

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

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

Lynch School of Education

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

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

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

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

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

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

Reverend Edward H. Finnegan, S.J., Nominee Award: Presented to the Lynch School nominee for the top undergraduate prize given to the graduating senior who best exemplifies the qualities of excellence, humility, and service to others and who best epitomizes the University's motto—*Ever to Excel*

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

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

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

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

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

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

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

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

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

Cynthia J. Sullivan '79 Memorial Achievement Award: Presented to members of the junior class who have achieved outstanding academic achievement; demonstrated qualities of loyalty, generosity of self, and integrity; and show an appreciation for the arts.

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

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

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

Nancy E. Segal Award: Presented to a member of the graduating class for exhibiting great courage in overcoming a physical challenge to excel academically.

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

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

Carroll School of Management

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

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

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

Dean's Letter of Commendation: For service to the University and the community.

George Aragon Outstanding Student Award: Awarded annually to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award: An award presented annually by the faculty for excellence in Management and Leadership.

The Hutchinson Memorial Award: Presented by the Boston chapter of the American Marketing Association to a Marketing student.

The Raymond F. Keyes Service Award: Awarded to a senior Marketing major who has demonstrated a desire to provide service to the nonprofit community.

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

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

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

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

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

Stephen Shea, S.J., Award: Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

The James D. Sullivan, S.J., Award: Awarded to a senior judged outstanding in character and achievement by a faculty committee.

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

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.

Connell School of Nursing

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

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

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

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

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

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

The Jean A. O'Neil Achievement Award: Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence and giving of self beyond expectations.

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

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

The College of Arts and Sciences

UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

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

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

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

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

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

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

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

Special Academic Programs

The Honors Program

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

The program offers small classes (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 the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis, creative project, or in an integrative seminar.

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.67 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department-appointed second and independent reader, must be submitted to the Office of the Dean in mid-April. Student should consult the Dean's office for the exact deadline for the current year. All projects nominated for the McCarthy Prize will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

Departmental Honors

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

Departmental Minors

A departmental minor consists of 18 credits (ordinarily six courses). These must include one introductory-level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

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

Minors are available in Arabic Studies, Art History, Chemistry, Chinese, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History,

Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Sociology, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

Interdisciplinary Programs

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

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 GPA. The student must plan, with the aid of a faculty advisor, a program of 36 credits (ordinarily 12 courses), 30 of which must be in upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

Interdisciplinary Minors

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

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

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

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

African and African Diaspora Studies

The African and African Diaspora Studies Program (AADS) considers the history, cultures, and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering a vast historical period and geographical expanses, AADS acquaints students with the multiplicity and diversity of the African Diaspora and the world in which we all live. Using interdisciplinary and comparative approaches, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theater. A successful AADS minor includes the completion of BK 110 Introduction to African Diaspora Studies (three credits) and BK 600 Senior Seminar (or the equivalent; four credits), and four additional courses that adhere to the following break-down: one 2-credit course, and a least three courses of three or more credits each. The minimum number of credits for a successful AADS minor is 18. It is suggested that minors cluster their four elective courses around a theme. Some possible themes are Cities and Urban Life, Economics of Inequality, Gender and Sexuality, Globalization and Development, Intellectual and Philosophical Traditions, Migration and Immigration, Music and the Performing Arts, Political Systems and Grassroots Protest, Popular Culture and New Media, and Spirituality and Social Protest.

Though suggested, these themes are not required. Additionally, students may devise their own thematic foci in consultation with AADS Director or Associate Director.

For more information on the African and African Diaspora Studies minor, consult the program website at www.bc.edu/aads, or call 617-552-3238.

American Studies

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

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

For further information on the American Studies minor, contact Professor Carlo Rotella in the English Department, rotellca@bc.edu, 617-552-3191, or visit the American Studies website at www.bc.edu/amstudies.

Ancient Civilization

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

languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of 18 credits chosen from two groups:

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

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Professor Kendra Eshleman of the Classical Studies Department, Carney 124, 617-552-3797, or visit the Classical Studies website at fmwww.bc.edu/CL.

Asian Studies

The Asian Studies minor enables a student to study the language, history, and culture of Asia from a number of disciplinary perspectives. The minor requires a minimum of 18 credits (ordinarily six courses)—an introductory course, typically SL 263 Far Eastern Civilizations; two courses in an Asian language beyond the elementary level; and three remaining electives, which must be approved by the Program Director. Students are free to take any combination of courses to satisfy the requirements for the minor. It is highly recommended, however, to select courses to form a coherent theme.

To register for the minor and develop an individualized program of study, contact the program director, Professor Rebecca Nedostup, Department of History, 450, 21 Campanella Way, 617-552-3017; nedostup@bc.edu.

Catholic Studies

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

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

Requirements:

Six approved 3-credit courses or a total of 18 credit hours:

- Fifteen credit hours selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Students are strongly encouraged to take TH 023 and TH 024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and count them as six of the 15 credit hours.
- A concluding 3-credit research seminar which will focus on a series of common texts dealing either with the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

Further information is available from the Co-Directors, Professor Mary Ann Hinsdale, IHM, Department of Theology, 21 Campanella Way, 617-552-8603, and Professor Virginia Reinburg, Department of History, 21 Campanella Way, 617-552-8207, or visit www.bc.edu/schools/cas/catholic/minor.html.

East European Studies

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

- One 3-credit introductory course (either SL 284 Russian Civilization, SL 231 Slavic Civilizations, or SL 280/SC 280 Society and National Identity in the Balkans)
- Three credits in Russian or East European history or politics
- Six credits in Russian, Bulgarian, or another East European language at or above the intermediate level
- Six credits from related areas such as Art History, Economics, Film Studies, literature or language, Philosophy, Sociology, or Theology. One of these electives may be a directed senior research paper on an approved topic.

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

Environmental Studies

Environmental Studies provides an interdisciplinary approach to better prepare students for careers in the expanding field of the environmental professions and 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 (for a total of 18 credits). Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program plus independent programs with other departments and the Urban Ecology Institute.

For further information or to register for this program, see the Director, Professor Eric Strauss, or the program assistant, Michael Cermak in Higgins 670, 617-552-2477, or visit the program website at www.bc.edu/envstudies.

Faith, Peace, and Justice

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

To achieve these goals, each student is required to take the introductory course for the minor, TH/PL 160 The Challenge of Justice and, in their senior year, UN 590 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, taken from at least three different academic disciplines that aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. These four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen (18) credit hours are required for the minor.

For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, 21 Campanella Way, or visit the program website at www.bc.edu/fpj.

German Studies

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

The interdisciplinary minor in German Studies consists of six upper division courses—GM 242 Germany Divided and Reunited (3 credits), two additional courses from the Department of German Studies (six credits), and three courses from other departments (nine credits). All students minoring in German Studies are strongly encouraged to spend one semester abroad.

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

International Studies

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses (18 credits) from at least three different academic departments, selected from among courses approved for the program. Students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice, or Global Cultural Studies). They must complete a required introductory course, IN 510/PO 510 Globalization (three credits), and five additional courses (six credits).

The program strongly encourages study abroad and the advanced study of a foreign language. The minor provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, along with preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Robert Murphy, Department of Economics, 21 Campanella Way, 617-552-3688, or the Program Administrator, Patricia McLaughlin, 617-552-0740.

Irish Studies

Irish Studies at Boston College is part of the Center for Irish Programs. Founded in 1978, BC's Irish Studies program provides an interdisciplinary approach to the study of Irish culture and society. The program offers an undergraduate minor in Irish Studies and over 30 courses a year in history, literature, drama, music, art, and the Irish language. Irish Studies courses are posted on its website and are also available at Connolly House, the home of the Irish Studies Program. Irish Studies also hosts an extensive annual film series and a renowned concert program developed by Sullivan Artist in Residence, Seamus Connolly.

The minor in Irish Studies requires students to complete 18 credits drawn from more than one discipline and designated as appropriate by the Directors of Irish Studies. Students should contact Irish Studies at 617-552-3938 to arrange a meeting with one of the Co-Directors for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

Students pursuing the minor are encouraged to take advantage of the partnership programs that Irish Studies and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University, Belfast.

Students interested in Irish Studies should contact Professor Marjorie Howes or Professor Robert Savage, 617-552-3938. Students may also consult the Irish Studies website at www.bc.edu/centers/irish/studies/undergrad/minor.html

Islamic Civilization and Societies

This program emphasizes the interdisciplinary study of the Middle East and Muslim world from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern and Islamic Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170, or Professor Ali Banuazizi, Political Science Department, McGuinn 324, 617-552-4124, or visit www.bc.edu/ics.

Jewish Studies

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost

every area in the Humanities and Social Sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the College of Arts and Sciences, and a concluding seminar/Capstone course.

Although the Minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of six credits in Hebrew language may be applied to the minor. Students may participate in Boston College's study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the Minor in Jewish Studies, contact the program co-director, Professor Dwayne E. Carpenter, in the Department of Romance Languages and Literatures, Lyons 311E, 617-552-3835, carpendw@bc.edu. or see the other program co-director, Professor Donald Fishman, Department of Communications, 21 Campanella Way, room 541. The Jewish Studies Program Office is located in Lyons 308D.

Latin American Studies

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

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

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

Psychoanalytic Studies

The "unconscious" dimension of human experience has been with us for a long time in art, literature, social studies, and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* in 1900 and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six 3-credit courses, one or two of which should be at the introductory level (e.g., PL 429 Freud and Philosophy), and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Professor Jeffrey Bloechl, Philosophy Department, bloechl@bc.edu, or visit the program website at www.bc.edu/schools/cas/psychoan/minor.html.

Scientific Computation

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

Six 3-credit courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (CS 127), one course in numerical methods and scientific computation (PH 430), and two elective courses from an approved list.

For further information on the Scientific Computation minor, see Professor Jan Engelbrecht, Physics Department, jan@physics.bc.edu,or Professor Christopher Baum, Economics Department, baum@bc.edu, co-directors of the minor, or visit physics.bc.edu/MSC.

Women's Studies

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in American society and in a diversity of nation-state, international, and global contexts. Drawing from a broad range of theoretical frameworks and empirical scholarship,Women's Studies analyzes the similarities and differences among and between women as the result of such factors as race, class, religion, culture, and sexuality. Women's Studies sheds light on the construction and maintenance of gender ideologies in different societies and considers gender relations a primary factor in our understanding of women's status and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of women's lived realities, contributions, representations, and oppressions. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses, Introduction to Feminisms (EN 125, HS 148, PS 125, SC 225) and Advanced Topics in Women's Studies (CO 593), plus four additional courses, drawn from a broad selection of choice across the disciplines.

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, or email: hesse@bc.edu, or visit www.bc.edu/ws.

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a 5-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences, McGuinn 221. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of credits that can be credited toward the Master's degree to six credits that may also be applied to the 120 credits required for the undergraduate degree.

The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master's degree will be conferred upon completion of degree requirements specified by the department.

Accelerated Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Graduate School of Social Work and enroll as final-year M.S.W. candidates for their fifth year. Interested students should contact the Director of Admissions of the Graduate School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the Graduate School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree—SW 600 Introduction to Social Work which is cross listed with the Departments of Psychology and Sociology in the College of Arts and Sciences.

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

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 96 credits in Arts and Sciences courses.

Secondary Education

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

N.B. Students majoring in English have additional requirements. Consult 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.

Inclusive Education Minor

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

International Study

The aim of international study is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must have a 3.2 average in the major and approximately the same cumulative average, have completed a significant number of courses in the major and have made substantial progress on Core requirements, have the approval of the Chairperson of the major department, and have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college-level language study is required.

Students should begin the application process by contacting the Office of International Programs early in their sophomore year.

Academic Regulations

Satisfactory Academic Progress

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses. Beginning with the class of 2014, a student in the College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree. Members of the classes of 2011, 2012, and 2013 must complete 38 three-credit courses. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (an average of 15 credits each semester). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than ten credits in summer study.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

Procedure of Appeal

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to the Appeals Subcommittee of the Educational Policy Committee of the College.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic prac-

tices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and Chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

Language Proficiency

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

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

African and African Diaspora Studies

Contacts

- Director: Rhonda Frederick, 617-552-3717
- Associate Director: Sandra Sandiford Young, 617-552-3238
- Administrator: Caitlin McAteer, 617-552-3238
- www.bc.edu/aads

Undergraduate Program Description

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

Central Themes

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

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

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

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

Minor Requirements—18 credits (or more)

Required Courses:

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

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

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

Though suggested, these themes are not required. Additionally, students may devise their own thematic foci, in consultation with the AADS Director or Associate Director.

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

Undergraduate Course Offerings

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

BK 104-105 African-American History I and II (Fall/Spring: 3)
Cross Listed with HS 189-HS 190
Satisfies Cultural Diversity Core Requirement

See course description in the History Department.
Karen Miller

BK 108 Introduction to African and African Diaspora Literature (Spring: 3)
Rhonda Frederick

BK 110 Introduction to African Diaspora Studies (Fall: 3)
Cross Listed with HS 120

See course description in the History Department.
Martin Summers

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 M. Lugira

BK 121 Christianity in Africa (Spring: 3)
Cross Listed with TH 108
Satisfies Cultural Diversity Core Requirement
See course description in the Theology Department.
Aloysius M. Lugira

BK 137 Managing Diversity (Spring: 3)
Cross Listed with MB 137
Satisfies Cultural Diversity Core Requirement
See course description in the Organization Studies Department.
Judith Clair

BK 138 Race, Class, and Gender (Fall: 3)
Cross Listed with SC 038
Satisfies Cultural Diversity Core Requirement
Offered Periodically
See course description in the Sociology Department.
Shawn McGuffey

BK 139 African World Perspectives (Fall: 3)
Cross Listed with SC 039
Satisfies Cultural Diversity Core Requirement
See course description in the Sociology Department.
Zine Magubane

BK 155 Introduction to African-American Society (Spring: 3)
Cross Listed with SC 043
Satisfies Social Sciences Core Requirement
Offered Periodically
See course description in the Sociology Department.
Shawn McGuffe

BK 174 Modern Latin America (Fall: 3)
Cross Listed with HS 174
See course description in the History Department.
Zachary Morgan

BK 201 Versions in Black: Genres of Black Women's Writing (Fall: 3)
Cross Listed with EN 201
Satisfies Cultural Diversity Core Requirement
See course description in the English Department.
Rhonda Frederick

BK 209 Ethnic Theatre Studies (Fall/Spring: 3)
Cross Listed with CT 209
Satisfies Cultural Diversity Core Requirement
Sun Kim

BK 214 Modern Southern Africa (Fall: 3)
Cross Listed with HS 214
Satisfies Cultural Diversity Core Requirement
See course description in the History Department.
David Northrup

BK 217 Sub-Saharan Africa: Issues and Problems (Spring: 3)
Offered Periodically
Focusing on the study of politics and government in Africa, this course surveys the different approaches used to examine the history of political development on the African continent as well as the institutional structure of the African states. We will explore some of the dimensions of social change and political reform in Post-Colonial Africa, with special reference to factors such as nationalism, ethnicity, state dysfunctionality, the problem of political order, democratization, and development, doing so against the backdrop of the debate between Afro-pessimism and Afro-optimism as we grapple with the fate of the continent—the subject of various controversies.
Masse Ndiaye

BK 222 Black Education Movements (Spring: 3)
Cross Listed with HS 192
Satisfies Cultural Diversity Core Requirement
Offered Periodically
This course will cover the history of Black education movements, including freedman schools, citizenship education, court ordered school desegregation, war on poverty's education programs, community control of schools, revolutionary political education, liberation schools, affirmative action, and the twenty-first century issue of resegregation.
Lyda Peters

BK 229 Capstone: Multicultural Narrative (Spring: 3)
Cross Listed with UN 555
See course description under the University Courses.
Akua Sarr

BK 238 Teen Terrors: Race and Young Adult Fiction (Spring: 3)
Cynthia Young

BK 243 Gender and Slavery (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Discussions of slavery have focused upon the enslaved males' roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female's perspective as well. This course focuses upon women's labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women are engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.
Sandra Sandiford Young

BK 253 The Modern Black Freedom Movement (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically
This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.
Lyda Peters

BK 255 African Latin America Since Abolition (Fall: 3)
Cross Listed with HS 255
Offered Periodically
See course description in the History Department.
Zachary Morgan

BK 275 Race and Popular Culture after 9/11 (Fall: 3)
Offered Periodically
Using television, film, literature, performance, and popular media, this class considers how ideas about race and racialized groups

are shifting in relation to fears about terrorism, security, and the "War on Terror." Special attention will be paid to how African Americans are being repositioned within popular culture in relation to other non-white populations including Arabs, Arab Americans, Mexicans, and Latinos.
Cynthia Young

BK 285 Jazz in America (Spring: 3)

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 relationship between Black music and the mass media are considered.
Hubert Walters

BK 290 Gospel Workshop (Fall: 1 or 0)
Cross Listed with MU 096
Performance Course.
No experience is required for membership, but a voice placement test is given to each student.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285).
Hubert Walters

BK 291 Voices of Imani (Spring: 1)

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285).
Hubert Walters

BK 292 African Music (Fall: 3)
Cross Listed with MU 306
Satisfies Cultural Diversity Core Requirement

See course description in the Music Department.
Julie Hunter

BK 299 Readings and Research (Fall/Spring: 3)
The Department

BK 318 Post-Slavery History of Caribbean (Spring: 3)
Cross Listed with HS 172
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Frank Taylor

BK 322 Haiti Cherie: Haitian Literature and Culture (Fall: 3)
Cross Listed with RL 473
Offered Periodically
Conducted in French.

This course will focus on the formation of a Haitian literary tradition along with the historic and cultural factors that have influenced them. We will consider the major movements and themes such as the nineteenth century literary movements, the politics of literature, and the role of the Haitian diaspora. How has Haitian literature developed over the years? How have socioeconomic, historical and political factors been represented? How have Haitian writers taken on the question of language in their writing? Using a chronological approach to chart a timeline of Haitian literature we will observe various cultural trends in relation to history.
Régine Michelle Jean-Charles

BK 325 Revolutionary Cuba: History and Politics (Fall: 3)
Cross Listed with HS 325
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Frank Taylor

BK 343 Introduction to Black Philosophy (Spring: 3)
Cross Listed with PL 343
Satisfies Cultural Diversity Core Requirement

See course description in the Philosophy Department.
Jorge Garcia

BK 357 Haiti and Globalization (Fall: 3)
Offered Periodically

Haiti, the first independent Black Republic, occupies a prominent place in the African diaspora. This course introduces Haitian Studies through art, literature, history, and politics. We will utilize an interdisciplinary approach drawing from historical documents, poetry, novels, and film to obtain a critical perspective on the Haitian past, present and future. We will examine discourses surrounding Haiti and observe how artists and scholars have responded to them. We will provide a critical context for understanding perspectives on religion (voodoo, Catholicism, evangelical Protestantism), politics (U.S. occupations, Duvalier dictatorship, Aristide presidencies), society (classism, poverty), and environment (floods of 2008, earthquake of 2010).
Régine Michelle Jean-Charles

BK 366 Philosophy of Black Struggle: African Independence and U.S. Civil Rights Movement (Fall: 3)
The Department

BK 410 Afro-American Writers (Spring: 3)
Cross Listed with EN 482
Satisfies Cultural Diversity Core Requirement

This course deals with fiction, poetry, and autobiography in African American Literature from Lucy Terry (1746) to the present. The course provides an historical overview and explores key texts by major and minor writers.
Cynthia Young

BK 460 New Orleans: Justice in the City (Spring: 3)
M. Shawn Copeland

BK 462 Popular Music and Identity (Fall: 3)
Cross Listed with CO 462
Offered Biennially

See course description in the Communications Department.
Roberto Avant-Mier

BK 509 Black Theology (Fall: 3)
Cross Listed with TH 509
Offered Periodically

This course interrogates some of the ways in which Biblical teaching and religious doctrine interact with race, simultaneously to

impede and to facilitate cultural, social, and existential liberation. Emphasis may be placed on the cultural and social context in which black theologies emerge.
M. Shawn Copeland

BK 512 The History of Black Nationalism (Fall: 3)
Cross Listed with HS 280
See course description in the History Department.
Karen Miller

BK 514 American Civil War and Reconstruction (Fall: 3)
Cross Listed with HS 514
Christian Samito

BK 600 Senior Seminar (Spring: 3)
Prerequisite: BK 110 Introduction to the African Diaspora
Corequisite: Department permission required
As the Capstone course for the African and African Diaspora Studies minor, this course draws upon the work of sociologists, philosophers, feminists, and critical theorists to critically examine the concept of race and the phenomenon of racism in the United States. Topics will include the social construction of race and gender, white privilege, race, and identity.
Regine Jean-Charles

BK 660 Literature of the Hispanic Caribbean (Spring: 3)
Cross Listed with RL 660
See course description in the Romance Languages Department.
Sarah Beckjord

Undergraduate and Graduate Course Offerings

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 373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Cross Listed with HS 373
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors
See course description in the History Department.
Frank Taylor

BK 493 Diversity and Cross-Cultural Issues (Fall: 3)
Prerequisite: Permission of Graduate School of Social Work
Cross Listed with SW 723
The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.
Teresa Schiermer

BK 598 The Politics of Black Sexuality (Fall: 3)
Cross Listed with SC 598
See course description in the Sociology Department
Clifton McGuffey

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.

If Biochemistry Majors do not take the two Level I foundational Biology courses (because of advanced placement, for example), they are required to take two additional Biology electives. These may be selected from Level II or Level III Biology courses.

The minimum requirements for the Biochemistry major are as follows:

Biology and Chemistry course requirements:

- Two semesters of General Chemistry (6 credits)
  CH 109-110 (or CH 117-118)
- Two semesters of General Chemistry Laboratory (2 credits)
  CH 111-112 (or CH 119-120)
- Two semesters of Introductory Biology (6 credits)
  BI 200 Molecules and Cells
  BI 202 Organisms and Populations
- One semester of Biology Laboratory (2 credits)
  BI 204 Investigations in Molecular Cell Biology
- Two semesters of Organic Chemistry and Laboratory (8 credits)
  CH 231-232 (or CH 241-242) Lecture (6 credits)
  CH 233-234 (or CH 243-244) Laboratory (2 credits)
- Two Intermediate level Biology electives from the following list (6 credits):
  BI 304 Cell Biology
  BI 305 Genetics
  BI 315 Functional Genomics
  BI 414 Microbiology
  BI 420 Introduction to Bioinformatics
- One semester of Analytical Chemistry and laboratory (4 credits):
  CH 351 Lecture
  CH 353 Laboratory
- One semester of Physical Chemistry (3 credits)
  CH 473 Lecture
- Two semesters of Biochemistry/Molecular Biology (6 credits)
  CH 561-562 Biochemistry I and II or BI 435 Biological Chemistry and BI 440 Molecular Biology
- One semester of Biochemistry Laboratory (3 credits):
  BI 480 or BI 484
- Two advanced electives from the following list** (6 credits):
  BI 409 Virology
  BI 416 Nuclear Cell Biology
  BI 429 Medical Biochemistry and Metabolism
  BI 432 Developmental Biology
  BI 506 Recombinant DNA Technology
  BI 540 Immunology
  BI 561 Molecular Evolution
  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

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

Physics and Math course requirements

- Two semesters of Physics with laboratory (8 credits):
  PH 211-212 Lecture (6 credits)
  PH 203-204 Laboratory (2 credits)
- One semester of Calculus II (4 credits):
  MT 101
- Students are also strongly urged to engage in a Research project in the Senior year under the direction of a faculty member involved in biochemical research. With approval, this year-long project in the senior year may replace the requirement for Biochemistry Laboratory (BI 480 or BI 484).
  BI 463-464 Research in Biochemistry*
  BI 498 Advanced Independent Biochemical Research
  CH 497-498 Advanced Research in Biochemistry
  CH 593-594 Introduction to Biochemical Research*

Total Credits = 66

*With the approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 401A).

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus;* B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley
Anthony T. Annunziato, *Professor;* B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst
David Burgess, *Professor;* B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis
Thomas Chiles, *Professor;* Chairperson of the Department; B.S., Ph.D., University of Florida
Peter Clote, *Professor;* B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University
Charles S. Hoffman, *Professor;* S.B., Massachusetts Institute of Technology; Ph.D., Tufts University
Daniel Kirschner, *Professor;* B.A., Western Reserve University; Ph.D., Harvard University
Marc A.T. Muskavitch, *Professor;* B.S., University of Wisconsin, Madison; Ph.D., Stanford University
Thomas N. Seyfried, *Professor;* B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois
Eric G. Strauss, *Research Professor;* B.S., Emerson College; Ph.D., Tufts University
Kenneth C. Williams, *Professor;* Ph.D., McGill University
Mary Kathleen Dunn, *Associate Professor;* B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill
Laura Hake, *Associate Professor;* B.A, University of Tennessee; Ph.D., Tufts University
Junona F. Moroianu, *Associate Professor;* B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University
Clare O'Connor, *Associate Professor;* B.S., Ph.D., Purdue University
William H. Petri, *Associate Professor;* A.B., Ph.D., University of California, Berkeley
Donald J. Plocke, S.J., *Associate Professor;* B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology
Jeffrey Chuang, *Assistant Professor;* B.A., Harvard University; Ph.D., Massachusetts Institute of Technology
Marc-Jan Gubbels, *Assistant Professor;* B.SC., M.Sc., Wageningen Agricultural University, Ph.D., Utrecht University
Gabor T. Marth, *Assistant Professor;* D.Sc., Washington University, St. Louis
Robert J. Wolff, *Senior Lecturer;* B.A., Lafayette College; Ph.D. Tufts University

Contacts

- Graduate Program Director: Charles Hoffman, hoffmacs@bc.edu
- Undergraduate Program Director: Mary Kathleen Dunn, dunnm@bc.edu
- Director, Administration, Biology Department: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Undergraduate Program Administrator: Kristen Adrien, adrien@bc.edu
- Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Michael Piatelli, piatelli@bc.edu
- Assistant Director of Laboratories: Meghan Rice, ricemg@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- www.bc.edu/biology

Undergraduate Program Description

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

The Biology Department offers both Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree programs. Both degree options familiarize students with the broad range of issues that characterize contemporary biology, while also allowing students the opportunity to select an individualized course of study that focuses on a particular aspect of biology in greater depth. As such, a student can select the degree program that is best suited to his or her personal strengths, interests, and career goals.

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/predental requirements.

The B.A. degree program also provides a solid foundation in biology, but allows more room in a student's schedule for additional elective courses by removing the specific requirements for organic chemistry and calculus-based physics that characterize the B.S. program. The B.A. program is well-suited to biology majors interested in integrating their study of biology with other 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 fulfill medical school admission requirements. Information about the premedical program at Boston College can be found at www.bc.edu/premed. Advanced placement options are available for both the B.A. and B.S. degrees (see below).

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

The Biology Department is implementing a new curriculum in 2010, with new requirements for the class of 2014. For the classes of 2011, 2012 and 2013, some course substitutions will be required. The new curriculum for the class of 2014 is described below, followed by a separate section describing the various options for current students.

Information for the Class of 2014

Bachelor of Science (B.S.) Program Requirements (Total Credits: 59 or 60)

- Level I course: Molecules and Cells (BI 200) 3 credits
- Level I course: Organisms and Populations (BI 202) 3 credits
- Investigations in Molecular Cell Biology (BI 204) 2 credits
- Four Level II courses, one from each category 12 credits
- One "Advanced Experience" course from Level III courses 3 credits
- Two additional electives from Level II or Level III 6 credits

Corequisite Courses for the Bachelor of Science (B.S.) Program

- General Chemistry I and II with Labs (CH 109-110, CH 111-112) 8 credits
- Organic Chemistry I and II with Labs (CH 231-232, CH 233-234) 8 credits
  Note: One semester of BI 435 or CH 550 can be substituted for CH 233 and CH 234
- Physics (calculus-based) I and II with Labs (PH 211-212, 203-204) 10 credits
- Calculus through the level of Calculus II (MT 101) 4 credits

Bachelor of Arts (B.A.) Program Requirements (Total Credits: 44)

- Level I course: Molecules and Cells (BI 200) 3 credits
- Level I course: Organisms and Populations (BI 202) 3 credits
- Investigations in Molecular Cell Biology (BI 204) 2 credits
- Four Level II courses, one from each category 12 credits
- One "Advanced Experience" course from Level III courses 3 credits
- Three additional courses (from the B.A. Elective List or Level II or III) 9 credits
- Three corequisite courses and labs in math and chemistry 12 credits

Corequisite Courses for the Bachelor of Arts (B.A.) Program

- General Chemistry I and II with Labs (CH 109-110, CH 111-112) 8 credits
- Calculus through the level of Calculus I (MT 100) 4 credits

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

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

Students who received a score of 5 on the AP exam in their senior year of high school or who have had sufficient high school preparation may wish to consider the advanced placement sequence in Biology. Students in the advanced placement sequence do not enroll in the Level I foundational courses BI 200/202, but instead enroll as freshmen in one of the Level II biology courses. These students must then substitute additional electives in the place of BI 200/202, and this is described in detail below.

Biology B.S. majors who are in this advanced placement sequence must complete a total of nine electives beyond Level 1 (this means that these students will take two additional electives beyond the seven that are required of students who complete BI 200/202). B.S. majors in this advanced track must complete at least one course from each of the four categories in Level II and one course from the Advance Experience list. The remaining 4 courses can be from Level II or Level III.

Biology B.A. majors in the A.P. program must complete a total of ten electives. Four of these electives must be from each category in Level II, one from the Advance Experience list, and two additional courses from Level II or Level III. The remaining three electives may come from the list of Approved Biology B.A. Electives or from the Level II or Level III biology courses.

Level I Foundation Courses

All biology majors are required to complete Molecules and Cells (BI 200) and Organisms and Populations (BI 202). Together these courses provide exposure to the unifying concepts in molecular cell biology and genetics (BI 200) and evolution and population biology (BI 202). BI 200 and BI 202 prepare students with essential biological background from which the Level II and Level III courses will be developed.

Investigations in Molecular Cell Biology: Two Credit 1-Semester Inquiry-Based Laboratory

BI 204 is a two credit 1-semester laboratory course that replaces the previous year-long biology laboratory (BI 310 and BI 311) associated with BI 304 and BI 305 and the year-long General Biology laboratory (BI 210-211) for non-majors. This laboratory can be taken at any time after the completion of BI 200 (or AP equivalent). The recommended sequencing for this course is during the sophomore year since this lab is a prerequisite for many of the upper-level lab courses. This course is likely to be taken while a biology major is also enrolled in a chemistry or physics laboratory. Since members of the class of 2014 will be on the credit system, they can elect to enroll in four 3-credit classes. These classes, along with the 1-credit chemistry or physics lab and the 2-credit biology lab will combine for a desirable total of 15 credits for the semester.

Level II and Level III Elective Courses

Upper-division elective courses are divided into Level II and Level III. The four categories in Level II reflect different areas of biological organization. All B.S. and B.A. Biology majors must enroll in at least

one elective course from each category in Level II, taken in any order. Advanced Placement B.S. and B.A. majors must enroll in two additional biology courses, Level II or Level III. Upper-division elective courses used to satisfy degree requirements must be exclusive of seminars and tutorials. The list of electives below is subject to change and students are advised to check the department website for updated information.

Level II Biology Electives:

Biology courses broad in scope at the intermediate level. All majors take one course from each category. Course selections may vary from year to year.

- **Category A: Cell Biology and Biochemistry** *(cell structure, cell division, protein structure and function organelles and intracellular trafficking, fundamentals of biochemistry and macromolecules)*
  BI 304 Cell Biology, BI 414 Microbiology, BI 435 Biological Chemistry, or CH 561 Biochemistry I (Chemistry Department)
- **Category B: Genes and Genomes** *(chromosomes and inheritance, chromatin and genome organization, nuclear dynamics and gene expression, mutation and variation)*
  BI 305 Genetics, BI 315 Functional Genomics, or BI 440 Molecular Biology
- **Category C: Organismal/Systems Biology** *(interaction of cellular activities with organismal structure and function)*
  BI 316 Physiology or BI 433 Human Physiology with lab, BI 432 Developmental Biology, or BI 481 Introduction to Neuroscience
- **Category D: Ecology and Evolutionary Biology** *(speciation and diversity of organisms, natural selection and environmental pressures, evolutionary mechanisms)*
  BI 458 Evolution, BI 401 Environmental Biology, BI 407 Plant Biology, or BI 442 Principles of Ecology

Level III Electives:

Courses with a more specialized topic and/or presented in more depth; advanced lab courses and undergraduate research courses (available from Biology, Chemistry, and Geology departments, as listed). A subset of these courses will fulfill the advance experience requirement.*

- BI 404 Biotechnology Research Topics
- BI 409 Virology
- BI 416 Nuclear Cell Biology
- BI 420 Introduction to Bioinformatics
- BI 426 Human Anatomy with lab
- BI 429 Medical Biochemistry and Metabolism
- BI 437 Developmental Neuroscience and Behavior
- BI 445 Animal Behavior
- BI 451 Cancer Biology
- BI 482 Research in Cell Biology Lab
- BI 483 Research in Molecular Biology Lab
- BI 484 Research in Biochemistry Lab
- BI 485 Research in Neuroscience Lab
- BI 486 Methods in Ecology and Coastal Wetlands
- BI 503 Current Topics in Cancer Research
- BI 506 Recombinant DNA Technology
- BI 508 Algorithms in Computational Biology
- BI 509 Vertebrate Cell Biology
- BI 513 Environmental Disruptors of Development
- BI 517 Human Parasitology
- BI 524 Computational Foundations of Bioinformatics
- BI 533 Cellular Transport and Disease
- BI 540 Immunology
- BI 551 Cell Biology of the Nervous System
- BI 557 Neurochemical Genetics
- BI 561 Molecular Evolution
- BI 570 Biology of the Nucleus
- BI 461 and 462 Undergraduate Research I and II
- BI 463 and 464 Research in Biochemistry I and II
- BI 465 and 466 Advanced Undergraduate Research I and II
- BI 468 and 469 Biology Honors Research Thesis I and II
- BI 475 and 476 Senior Thesis Research I and II
- BI 498 Advanced Independent Research (6 credits)
- BI 499 Advanced Independent Biochemistry Research (6 credits)
- CH 562 Biochemistry II (Chemistry Department)
- CH 570 Biological Membranes (Chemistry Department)
- GE 330 Paleobiology with laboratory

*A list of Advance Experience courses to be offered in the coming academic year will be available on the Biology Department website beginning with Spring 2011 registration. This list is also available in the departmental office. Specific offerings will vary from year to year.

Information for the Students in the Class of 2013

Students having competed BI 200 and BI 202, should follow the requirements listed below for the classes of 2011 and 2012 with the following additions or exceptions.

- Students can take any course from Level II Category A, including BI 304 which has been renamed as Cell Biology.
- Students can take any course from Level II Category B, including Genetics (BI 305)
- Laboratory courses BI 310 and BI 311 have been replaced with BI 204, one semester 2-credit lab course. Students should see their advisors or the undergraduate administrator to examine options for course selection. Typically this course will be taken in the sophomore year, potentially in the same semester as a chemistry or physics laboratory. In some cases, it may be desirable to take four 3-credit courses (instead of the usual 5) during this semester to accommodate the time requirements for the combined credits of either a chemistry or physics laboratory. If students elect this option, it will be necessary to take five courses in one of the semesters during the senior year. Students who have completed either BI 310 or BI 311 but not both can complete the laboratory requirement by taking the new 2-credit lab BI 204 or see the Undergraduate Program Director for possible laboratory substitutions.
- The course degree audit will direct students to take 5 additional electives from at least two of the former course groupings (listed below). Members of the class of 2013 may exercise this option, or they may choose one elective from each of Category C and Category D. If they choose this second option, the course substitutions will be managed manually in the Biology office.
- AP students having completed BI 304 and BI 305 with labs should follow the requirements for the class of 2012 and 2011, as indicated on their degree audits. Members of the class of 2013 may choose to follow the requirements of the new curriculum by taking one elective from each of categories—C and D. The remaining five electives can be from Level II or Level III. If they choose this second option, the course substitutions will be managed manually in the Biology Office.

- The advance experience requirement does not apply to the class of 2013, but students are welcome to take classes from this list to fill elective requirements.

Information for the Students in the Classes of 2011 and 2012

Members of the classes of 2011 and 2012 will typically have completed BI 200 and BI 202 as well as BI 304 and 305 (along with the corequisite labs). They should follow the major requirements listed below and as indicated on their course audit. The following options are noted:

- Students having completed BI 304 and BI 305 may meet their elective distribution by either taking two elective from two of the three groupings listed below, or by taking one course each from Category C and Category D (new curriculum). Students choosing this option may have to have their degree audits updated manually in the Biology Department Office.
- Students who have not had BI 304 and BI 305 should follow the directions for the class of 2013.
- Students who have not taken BI 310 and BI 311 will need to substitute the one semester 2-credit lab course BI 204. Students who have completed either BI 310 or BI 311 but not both can complete the laboratory requirement by taking the new 2-credit lab BI 204 or see the Undergraduate Program Director for possible substitutions.
- The advance experience requirement does not apply to the class of 2011 and 2012, but students are welcome to take classes from this list to fill elective requirements.

The following elective categories are applicable to the classes of 2011, 2012, and 2013 and represent electives offered in the past two years. Course offerings are subject to change.

Category One: Molecular Biology, Genetics, Biochemistry, and Bioinformatics

- BI 315 Functional Genomics
- BI 404 Biotechnology Research Topics
- BI 416 Nuclear Cell Biology
- BI 420 Introduction to Bioinformatics
- BI 429 Medical Biochemistry and Metabolism
- BI 435 Biological Chemistry
- BI 436 Environmental Genomics: Lab Projects
- BI 440 Molecular Biology
- BI 483 Research in Molecular Biology Lab
- BI 484 Research in Biochemistry Lab
- BI 503 Current Topics in Cancer Research
- BI 506 Recombinant DNA Technology
- BI 524 Computational Foundations of Bioinformatics
- BI 557 Neurochemical Genetics
- BI 561 Molecular Evolution
- BI 570 Biology of the Nucleus
- CH 461 Biochemistry—For Chemistry Majors
- CH 561 Biochemistry I
- CH 562 Biochemistry II

Category Two: Cellular, Developmental, and Organismal Biology

- BI 316 Physiology
- BI 409 Virology
- BI 414 Microbiology
- BI 426 Human Anatomy with lab
- BI 432 Developmental Biology
- BI 433 Human Physiology with Lab
- BI 437 Developmental Neuroscience and Behavior
- BI 451 Cancer Biology
- BI 481 Introduction to Neuroscience
- BI 482 Research in Cell Biology Lab
- BI 485 Research in Neuroscience Lab
- BI 509 Vertebrate Cell Biology
- BI 517 Human Parasitology
- BI 527 Neurobiology of Disease
- BI 533 Cellular Transport and Disease
- BI 540 Immunology
- BI 551 Cell Biology of the Nervous System

Category Three: Population and Environmental Biology

- BI 315 Biodiversity and Climate Change
- BI 401 Environmental Biology
- BI 407 Plant Biology
- BI 426 Human Anatomy with Lab
- BI 442 Principles of Ecology
- BI 445 Animal Behavior
- BI 458 Evolution
- BI 486 Methods in Ecology
- GE 330 Paleobiology with Lab

Biology Honors Program

Students apply for the Biology Honors Program during the spring semester of their junior year. To be eligible for the honors program, students must have a minimum science GPA of 3.5 and be working on an independent research project under the mentorship of a biology faculty member. Applications for the program include a description of the research project and a letter of support from the student's faculty mentor. During senior year, students in the honors program are expected to continue their research project, to write a thesis describing their research and to participate in a 1-credit honors seminar.

Information for First Year Majors

Biology majors in the regular B.A. and B.S. programs are advised to enroll in BI 200 Molecules & Cells and BI 202 Organisms & Populations in their freshman year. These courses are an introduction to living systems at the molecular, cellular, organismal, and population levels. Freshmen are also advised to enroll in CH 109/CH 110 General Chemistry (with corequisite labs) and Calculus I or II, depending on their advanced placement scores. First-term advanced placement students enroll directly in one of the Level II classes. During the second semester of freshman year, advanced placement students will enroll in a second Level II course. Advanced Placement students can take the 2-credit Biology laboratory during the Freshman year, but may find it beneficial to take this lab in the Sophomore year. Biology majors in the regular program will begin the level II classes during their sophomore year.

Information for Non-Majors

Non-majors interested in fulfilling their natural science core requirements may enroll in one of several university core courses offered by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BI 200-202 Introductory Biology. In a subsequent year, students will take the 1-semester 2-credit investigative laboratory to fulfill the lab requirement for medical school or other health-related programs. They may wish to take additional Biology courses either required or desired for a specific

pre-professional course of study. Additional information about preparation for the allied health professions is available online at www.bc.edu/premed.

Information for Study Abroad

Students may apply for department approval to take one upper division biology or B.A. elective for each semester that they are abroad. To be considered as a possible substitute for a biology elective, a course must be a second level course; that is, it must have published biology prerequisites and not be an introductory level course or a course intended for students without college-level biology experience. Courses taken abroad must be pre-approved by the biology department. To obtain course approval, students need to complete an approval application form and submit this with a course description to the undergraduate program administrator. If a student substitutes a course taken abroad for an upper-division elective, no other substitutions will be allowed for the remaining upper-division elective requirements.

Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. In most cases, students do research in the laboratory of a Biology Department faculty member, although students are allowed to conduct their research at an off-site laboratory under the co-mentorship of that lab's director and a Biology Department faculty member. Students may begin projects as early as freshman year, although most students begin research in late sophomore or junior year. Usually, students are advised to spend at least two semesters on a research project. During their senior year, students are encouraged to write a senior thesis describing their research. A variety of research courses (BI 461-476) are available to students. Students typically enroll in one 3-credit research course each semester. Research classes can be taken for multiple semesters. Two such classes will fulfill the advance experience requirement. Exceptional students who are interested in devoting a major portion of their senior year to scholarly, publication-quality research, may apply to enroll in BI 499 Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students advance to Scholar of the College status during the spring semester of senior year, and this designation appears on the student's official transcript.

Undergraduate Course Offerings

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

BI 130 Anatomy and Physiology I (Fall: 3)
Corequisite: BI 131
Does not satisfy the Natural Sciences Core requirement.
This course is restricted to School of Nursing students.
Other students may be admitted only during the course drop/add period on a seat-available basis.

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics.
Carol Chaia Halpern

BI 131 Anatomy and Physiology Laboratory I (Fall: 1)
Prerequisite: Required of Nursing students taking BI 130.
Corequisite: BI 130
Lab fee required.
This course is restricted to School of Nursing students.
Other students may be admitted only during the drop/add period on a seat-available basis.

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.
Carol Chaia Halpern

BI 132 Anatomy and Physiology II (Spring: 3)
Corequisite: BI 133
Does not satisfy the Natural Sciences Core requirement.
This course is restricted to School of Nursing students.
Other students may be admitted only during the drop/add period on a seat-available basis.

This course is a continuation of BI 130/131, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Relevant disease or disfunctional conditions are also discussed.
Carol Chaia Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)
Corequisite: BI 132
Lab fee required.
This course is restricted to School of Nursing students.
Other students may be admitted only during the course drop/add period on a seat-available basis.

A continuation of BI 131.
Carol Chaia Halpern

BI 142 The Genetic Century (Spring: 3)
Satisfies Natural Science Core Requirement
Designed for non-biology majors.

Genetics is transforming life in the twenty-first century, from health care to the foods we eat to our understanding of evolution and biodiversity. The course will provide students with a basic understanding of how information is encoded in genes and how that information is transmitted between generations and expressed during development and disease. Topics covered in the course include the genetic bases of disease and behavior, forensic uses of DNA, evolution, genetic engineering, genetically-modified crops and personalized medicine.
Clare O'Connor

BI 143 Immune Defense: Friend or Foe? (Spring: 3)
Satisfies Natural Science Core Requirement
Designed for non-biology majors.

This course will provide students with a historical overview of infectious disease epidemics, the public health used to control epidemics, and emerging new threats. We will debate current issues covering a wide range of topics, including vaccination, antimicrobial resistance, gene and stem cell therapies to treat malignant and immune diseases, food allergies, and biodefense. The course is designed to enable students to understand the principles underlying the scientific method, to develop the skills to research topics in order to make critically informed decisions and to develop an awareness of the limitation of scientific conclusions.
Michael Piatelli

BI 145 Ecology of A Dynamic Planet (Fall: 3)
Satisfies Natural Science Core Requirement
Designed for non-biology majors.

At no time in history has the impact of humanity been more forceful on the biology of the earth. In a climate of global change, we are challenged to understand the dynamics of the living planet across all geospatial scales. In this course, we will investigate the ecological models that attempt to explain the forces that govern the interactions among individuals all the way to those that shape entire ecosystems. From the historical roots of ecology to the cutting edge, we will explore trophic dynamics, biodiversity, co-evolution and molecular ecology. Special discussion sections will be available to LSOE students.
The Department

BI 146 Brain Science: The New Frontier (Fall: 3)
Satisfies Natural Science Core Requirement
Designed for non-biology majors.

This course provides basic knowledge of mammalian nervous system function, its development over the life span, and important new discoveries in the neurosciences that have the potential to influence our everyday lives. Some of these discoveries involve neuroplasticity, nervous system properties that make us uniquely human, and important new technologies such as functional brain imaging, new drug developments, and neurotechnology.
Marilee Ogren

BI 147 Biodiversity Connections (Spring: 3)
Satisfies Natural Science Core Requirement
Designed for non-biology majors.

Life in the twenty-first century is directly linked to the health and breadth of the world's biodiversity. This course will explore the evolution, extinction, and conservation of biodiversity. Focus on the interactions among the world's species and the biology of human interaction with the environment. Topics will include the generation and loss of biodiversity. Ecological and evolutionary theory will be woven throughout the course.
Colleen Hitchcock

BI 200 Molecules & Cells (Fall/Spring: 3)
Corequisite: CH 109 or equivalent or permission of department
Satisfies Natural Science Core Requirement

Foundational course required for biology majors that introduces students to living systems at the molecular and cellular level of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization, cell signaling and growth control, genetics and developmental biology.
Thomas Chiles
Laura Hake

BI 202 Organisms and Populations (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

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

BI 204 Investigations in Molecular Cell Biology (Fall/Spring: 2)
Prerequisite: BI 200

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

BI 220 Microbiology for Health Professionals (Fall: 3)
Prerequisites: BI 130-132
Does not satisfy the Natural Sciences Core Requirement
Intended only for nursing students.

This course is a study of the basic physiological and biochemical activities of bacteria, viruses and fungi. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.
Kathleen Dunn

BI 221 Microbiology for Health Professionals Laboratory (Fall: 1)
Corequisite: BI 220
One two-hour laboratory period per week.
Lab fee required.

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

BI 304 Cell Biology (Fall/Spring: 3)

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle and chemical signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.
David Burgess (Fall)
Marc Jan Gubbels (Fall)
The Department (Spring)

BI 305 Genetics (Fall/Spring: 3)
Prerequisite: BI 200

This course focuses on genetics of microbial and eukaryotic organisms. Topics covered in the course include transmission genetics, chromosome structure, regulation of gene expression, population genetics, multifactorial inheritance and an introduction to genomics.
The Department

BI 312 Genetics Discussion (Fall/Spring: 0)
Corequisite: BI 305

Discussion session to accompany BI 305 (Genetics). Discussion of lecture topics and problem-solving activities in small groups.
The Department

BI 315 Functional Genomics (Spring: 3)
Prerequisite: BI 200

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

BI 316 Physiology (Fall: 3)
Prerequisite: BI 200
This course replaces BI 554 and is not open to students who have taken either BI 433 or BI 554.

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems are examined, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastrointestinal function.
Joseph Burdo

BI 330 Biostatistics (Fall: 3)
Prerequisite: MT 101

This course trains students to comprehend, critique, and communicate research findings from biomedical literature. Topics from statistics include elementary probability theory, standard distributions (binomial, geometric, normal, exponential, Poisson), random variable, expectation, variance, hypothesis testing, significance tests, confidence intervals, regression, correlation, and statistical learning theory.
Peter Clote

BI 401 Environmental Biology (Fall: 3)
Prerequisites: BI 200-202

This course provides an interdisciplinary environmental science background with an emphasis on biology, covering topics that include: impacts of human populations on air, water, soil, and wildlife; mechanisms by which environmental contaminants can cause cancer, reproductive failure, and other outcomes; and key scientific findings influencing past, present and probable future environmental policies. Controversial issues such as climate change, alternative sources of energy, and methods of improving the global food supply will be discussed.
The Department

BI 407 Plant Biology (Fall: 3)
Prerequisite: BI 202
Corequisite: BI 408

An introduction to the study of plants and their ecology. Topics will include plant structure and diversity; growth and reproduction; and ecology and evolution of the plants. Flowering plants (angiosperms) will be emphasized with study of plant-animal interactions, biomes, plant biogeography and conservation.
Colleen Hitchcock

BI 408 Plant Biology Lab (Fall: 1)
Prerequisite: BI 202
Corequisite: BI 407

A laboratory course designed to introduce students to principles of plant biology. Inquiry-based experiments are designed to engage students in both the greenhouse and the field with a focus on the role of plants in ecological experiments.
Colleen Hitchcock

BI 414 Microbiology (Spring: 3)
Prerequisite: BI 200

This course will provide a foundation in molecular cell biology for biology majors, focusing on bacteria, viruses, immunology and pathogenesis. Bacterial structure and function will be addressed in terms of physiology, genetics and biochemistry. Virus infection, replication and transmission will be examined in several representative viruses, including polio, influenza, HPV, and HIV. The innate and adaptive phases of the immune response will be discussed, with emphasis on similarities and differences in clearing extracellular or intracellular pathogens. The course will be completed with a look at several major diseases, including TB, AIDS, Plague, Lyme Disease, and the Flu.
Kathleen Dunn

BI 416 Nuclear Cell Biology (Fall: 3)
Prerequisites: BI 200 and one of the following: BI 304, BI 305, BI 414, BI 440. A course in biochemistry is strongly recommended.

The function of the nucleus fundamentally defines cell behavior and has direct relevance to human genetic diseases and cancer. This course will explore the dynamic structures of the nucleus that carry out to the goals of cell specialization and reproduction. Topics will include the structures and functions of nuclear macromolecular complexes, spatial restriction of chromosomes and nuclear compartmentalization, and the emerging roles of the nuclear envelope, nuclear matrix, and nuclear actin on gene expression. Topics will be related to examples of human disease.
Rebecca Dunn

BI 420 Introduction to Bioinformatics (Spring: 3)
Prerequisites: BI 200 and one of the following: BI 305, BI 315, BI 440

Bioinformatics is an emerging field at the confluence of biology, mathematics and computer science. It strives to better understand life by harnessing the power and speed of computers. Students will learn to use bioinformatic tools from the public domain, including sequence databases, alignment programs, protein structure databases, and disease databases, such as GenBank, PDB, and OMIM. Students will also be introduced to bioinformatics programming in the PERL programming language. Students should have a basic understanding of molecular biology, genetics, and the Internet, but extensive experience in mathematics or programming is not required.
Jeffrey Chuang

BI 422 Plant Physiology (Spring: 3)
The Department

BI 423 Human Genetics (Fall: 3)
The Department

BI 426 Human Anatomy (Fall: 3)
Prerequisite: BI 200
Corequisite: BI 427

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

BI 427 Human Anatomy Lab (Fall: 1)
Prerequisites: BI 200 and BI 202
Corequisite: BI 426
Lab meets once per week.
Lab fee required.

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

BI 432 Developmental Biology (Fall: 3)
Prerequisite: BI 200

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

BI 433 Human Physiology (Spring: 3)
Prerequisite: BI 200
Corequisite: BI 434

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems are examined, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastrointestinal function.
Debra Mullikin-Kilpatrick

BI 434 Human Physiology Lab (Spring: 1)
Corequisite: BI 433
Debra Mullikin-Kilpatrick

BI 435 Biological Chemistry (Fall/Spring: 3)
Prerequisites: BI 200 and CH 231
This course, together with BI 440, satisfies the one year requirement of basic biochemistry for the biochemistry major.

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

BI 436 Environmental Genomics: Lab Projects (Fall: 3)
Prerequisites: BI 200/202, BI 204 (replacing BI 310/311), and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440

In this hands-on laboratory, each student will learn the technical skills necessary to undertake research projects on the health and genetic diversity of animal species in New England and various global ecosystems. Techniques learned to accomplish projects will include extraction of DNA and RNA, polymerase chain reaction for analysis of biodiversity and disease prevalence and quantitative real time PCR for analysis of gene expression.
Laura Hake

BI 437 Developmental Neuroscience and Behavior (Fall: 3)
Prerequisites: BI 200 and PS 285 or one of the following: BI 304, BI 305, BI 315, BI 414, BI 440
Cross Listed with PS 387

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.
Marilee Ogren

BI 440 Molecular Biology (Fall/Spring: 3)
Prerequisite: BI 200
This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is 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.
The Department

BI 442 Principles of Ecology (Fall: 3)
Prerequisite: BI 202

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

BI 445 Animal Behavior (Spring: 3)
Prerequisites: BI 200-202

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 Department

BI 451 Cancer Biology (Spring: 3)
Prerequisites: BI 200 and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440

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

BI 455 Cell Physiology and Exercise (Fall: 3)
The Department

BI 458 Evolution (Spring: 3)
Prerequisites: BI 200 and BI 202

Students will explore major ideas in modern evolutionary biology, including natural selection, mutation and genetic variation, population genetics, architectural constraints on structure, speciation and adaptive radiation, the history of life, and the evolution of sociality. The emphasis will be on learning conceptual tools that can be applied to specific questions and on an integrative understanding of the complexity of evolutionary change. For example, students will combine thinking from population genetics and developmental biology with ideas from phylogenetics and ecology. Important practical implications of evolution, such as the evolution of infectious diseases and the evolution of agricultural pests, will be explored.
Serena Moseman-Valtierra

BI 461-462 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the Department.

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

BI 463-464 Research in Biochemistry I and II (Fall/Spring: 3)
Prerequisite: Permission of the instructor

Undergraduate students majoring in biochemistry may participate in research projects in the laboratory of a faculty member during their senior year. With permission, BI 463-464 can be used to fulfill the laboratory requirement for biochemistry majors.
The Department

BI 465-466 Advanced Undergraduate Research I and II (Fall/Spring: 3)
Prerequisites: BI 461 and/or BI 462 and permission of the instructor

Designed for students who have completed one or two semesters of undergraduate research under course numbers BI 461 and BI 462 and who desire to continue independent research projects under the guidance of department faculty.
The Department

BI 468-469 Biology Honors Research Thesis I and II (Fall/Spring: 3)
By arrangement only.
The Department

BI 470-471 Undergraduate Research Investigations I and II (Fall/Spring: 3)
Prerequisite: Permission of the instructor
No lab fee required.

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

BI 472-473 Advanced Undergraduate Research Investigations I and II (Fall/Spring: 3)
By arrangement only.
The Department

BI 475-476 Senior Thesis Research I and II (Fall/Spring: 3)
By arrangement only.
The Department

BI 481 Introduction to Neuroscience (Spring: 3)
Prerequisite: BI 200

This introductory course in neuroscience covers historical foundations of neuroscience, neurophysiology, neurochemistry, neural development, various sensory and motor systems, and the neurological basis of behavior and memory.
Joseph Burdo

BI 482 Research in Cell Biology (Fall: 3)
Prerequisites: BI 200, BI 204 (replacing BI 310 and BI 311), and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440
Lab fee required.

This course introduces students to original research in cell biology. Students learn how to use the scientific literature and online databases to design and conduct experiments on an original research question involving the stress responses of model organisms. Students will work in research teams on projects that are intended generate publication-quality data. Projects will involve cell culture, the generation of transgenic cell lines, light and fluorescence microscopy, analysis of cellular macromolecules and physiological characterization. This course is recommended for students who are interested in pursuing graduate studies or careers in biomedical research.
Joshua Rosenberg

BI 483 Research in Molecular Biology Lab (Spring: 3)
Prerequisites: BI 200, BI 204 (replacing BI 310 and BI 311) and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440
Lab fee required.

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, electrophoresis 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. It is ideal for students who desire a solid introduction to the methods of molecular biology through practical training.
Joshua Rosenberg

BI 484 Research in Biochemistry Lab (Fall/Spring: 3)
Prerequisites: BI 200, BI 204 (replacing BI 310 and BI 311), and BI 435 or CH 561 or equivalent
Lab fee required.

This course introduces students to experimental techniques used in modern biochemistry within the context of original investigations. Students will learn methods involved in the separation and characterization of biological macromolecules, including electrophoresis, protein over-expression, HPLC and mass spectroscopy. Ideal for students interested in gaining practical experience in biochemical research.
Clare O'Connor

BI 485 Research in Neuroscience Lab (Fall: 3)
Prerequisites: BI 200, BI 204 (replacing BI 310 and BI 311), BI 481 and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440
Lab fee required.

This course is an introduction to original research in neurobiology. You will learn about neuroanatomy and neural cell biology, and basic aspects of mammalian cell culture and bioassay analyses. Using primary literature searches, you will design specific experiments to test hypotheses of your own generation. From these experiments you will be able to generate quantitative data, and using basic statistical analyses, be able to identify significant versus non-significant changes in your data. This course is recommended for students who are interested in moving on to graduate school or careers in biomedical/pharmaceutical research.
Joseph Burdo

BI 486 Methods in Ecology: Coastal Wetland Communities (Fall: 3)
Prerequisites: BI 200, BI 202, BI 204 (replacing BI 310 and BI 311)
Lab fee required.

Students will learn fundamental concepts and methods in ecological research by examining processes that structure communities in wetlands. Through lectures, student-led discussions of ecological literature, and group experiments in the field and laboratory, participants will evaluate and apply methods for understanding the structure and function of communities. Experiments will involve measurements of plants in transects along physical gradients in the field, greenhouse studies, biogeochemical measurements, sediment slurries, microscopy, and isotopic enrichments. Successful students will produce publication-quality data and deliver a research poster presentation at the end of the semester. This course is recommended for students interested in graduate studies in ecology.
Serena Moseman-Valtierra

BI 487 Advanced Lab Discussion (Fall: 0)
Corequisite: BI 487
The Department

BI 489 Internships in Biology (Spring: 1)
Mary Dunn

BI 490 Tutorial in Biology (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

BI 496-497 Biology Honors Seminar I and II (Fall/Spring: 1)
By arrangement only.
Joseph Burdo
Serena Moseman

BI 498 Advanced Independent Biochemistry Research (Fall/Spring: 6)
Prerequisite: Permission of department

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.
The Department

BI 499 Advanced Independent Research (Fall/Spring: 6)
Permission of Department.

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.
The Department

Undergraduate and Graduate Course Offerings

BI 503 Current Topics in Cancer Research (Fall/Spring: 3)
Prerequisites: BI 200 , BI 435 and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440

This course will address current and previous ideas on the origin of cancer to include the somatic mutation theory, the viral theory, the morphogenetic field theory, and the Warburg theory. A goal will be to integrate the different theories into a common concept on the origin of cancer. In addition, the concept of metastasis as a characteristic of tumor progression will be addressed. Metastasis is the leading cause of cancer death, but receives the least amount research. Also addressed will be evidence for and against the epithelial-mesenchymal transition as the origin of metastatic cancer.
Thomas Seyfried

BI 509 Vertebrate Cell Biology (Fall: 3)
Prerequisites: BI 200 and one of the following: BI 304, BI 414, BI 440. BI 432 and/or a course in biochemistry is strongly recommended.

This is an advanced cell biology course focusing on the differentiation of vertebrate cell types from each of the three germ layers and their morphogenesis into multicellular arrangements, such as tissues and organs. The factors and environmental signals that influence these processes will be examined together with structure/function relationships of the cells within the organ systems. Topics will include stem cells, several types of epithelial cells, cells of the circulatory and nervous system as well as cell types that comprise connective tissue, including adipose, bone and muscle.
Debra Mullikin-Kilpatrick

BI 513 Environmental Disruptors of Development (Spring: 3)
Prerequisites: BI 200 and BI 202, BI 304, and BI 305

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

BI 517 Human Parasitology (Fall: 3)
Prerequisites: BI 200, BI 202, and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440

This course is an introduction to the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.
Marc Jan Gubbels

BI 524 Computational Foundations of Bioinformatics (Spring: 3)
This course is not open to students who have taken CS 100 and CS 101, or equivalent.

Biology is increasingly a field dominated by high-throughput methods, yielding large data sets which require data analysis using both public domain/commercial software as well as new algorithms to be implemented in a programming language. Bioinformatics is an interdisciplinary area concerned with the application of mathematics, statistics and programming to solve mainstream problems in biology. In this course, we will learn basic bioinformatics computer skills: UNIX, python and perl programming, parsing biological databases.
Peter Clote

BI 527 Neurobiology of Disease (Spring: 3)
Prerequisites: BI 200, BI 481

This course will delve into the effects of neurological and neurodegenerative diseases such as Alzheimer's disease, Parkinson's disease and Multiple Sclerosis, on human behavior, CNS physiology and anatomy. The course will draw on current primary and review literature for background readings, as well as Web conferencing to connect personally with the authors who have performed and published the cutting edge research. This will allow the students a deeper understanding of the particular disease, as well as the process of scientific research and current laboratory techniques available to study the molecular and cellular underpinnings of these diseases.
Joseph Burdo

BI 532 Nanoscale Integrated Science (Spring: 1)
Cross Listed with CH 501, PH 640

This course will offer an introduction to state-of-the-art integrated science research at Boston College. It will include topics such as biosensor development, drug delivery and materials for energy harvesting, all stemming from fundamental studies in materials properties, molecular structures and chemical reactions. Through a series of seminars, the course will cover basic concepts of nanomaterial preparation and characterization and provide a brief survey of nano- and microfabrication technologies, molecular engineering, biophotonics, biomimetics, nanobiosensors, nano-optics, and photovoltaics. The course is directed towards graduate and senior undergraduate students in physics, biology and chemistry.
Dong Cai

BI 540 Immunology (Spring: 3)
Prerequisites: BI 200 and one of the following: BI 304, BI 305, BI 315, BI 414, BI 440

This course focuses on the regulation of immune responses at the molecular level. Topics include: regulation of B and T cell development, functions of B and T lymphocytes in the development of immune responses, generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course emphasizes modern experimental approaches, including the generation of transgenic mice, CRE-mediated conditional deletion, adoptive transfer strategies, and multiparameter FACS. Research literature is used extensively to cover current trends and advances in lymphocyte tolerance, T-regulatory cell function, Th1/Th2 cells, immune therapy, TLRs, and innate immune responses.
Kenneth Williams

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
Michael J. Clarke, *Professor;* A.B., Catholic University; M.S., Ph.D., Stanford University
Paul Davidovits, *Professor;* B.S., M.S., Ph.D., Columbia University
Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor;* Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University
Evan R. Kantrowitz, *Professor;* A.B., Boston University; A.M., Ph.D., Harvard University
T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor;* B.S., Holy Cross College; Ph.D., University of California at Berkeley
David L. McFadden, *Professor;* A.B., Occidental College; Ph.D., Massachusetts Institute of Technology
Larry W. McLaughlin, *Professor;* B.Sc., University of California at Riverside; Ph.D., University of Alberta
Udayan Mohanty, *Professor;* B.Sc., Cornell University; Ph.D., Brown University
James P. Morken, *Professor;* B.S., University of California at Santa Barbara; Ph.D., Boston College
Mary F. Roberts, *Professor;* A.B., Bryn Mawr College; Ph.D., Stanford University
Dennis J. Sardella, *Professor;* B.S., Boston College; Ph.D., Illinois Institute of Technology
Lawrence T. Scott, *Louise and James Vanderslice Professor;* A.B., Princeton University; Ph.D., Harvard University
Marc L. Snapper, *Professor;* B.S., Union College; Ph.D., Stanford University
William H. Armstrong, *Associate Professor;* B.S., Bucknell University; Ph.D., Stanford University
Jianmin Gao, *Assistant Professor;* B.S., University of Science and Technology of China, Ph.D., Stanford University
Jason S. Kingsbury, *Assistant Professor;* B.S., Hamilton College; Ph.D., Boston College
Kian Tan, *Assistant Professor;* B.S., University of Virginia; Ph.D., University of California at Berkeley

Dunwei Wang, *Assistant Professor;* B.S., University of Science and Technology of China, Ph.D., Stanford University
Kenneth Metz, *Adjunct Associate Professor;* B.S., Emporia State University; Ph.D., University of Arkansas
Lynne O' Connell, *Adjunct Associate Professor;* B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Contacts

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- Department Reception: Terri Wallace, wallactb@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 243 and 234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced methods with laboratory (CH 554 and CH 557), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 209-210 and PH 203-204), and two or three semesters of calculus (MT 102-103 or MT 105, and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 with PH 203-204); Calculus (MT 102-103 or MT 105); Core courses.

Second year: CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); elective or Core courses.

Third year: CH 575-576 Physical Chemistry; CH 557 Advanced Methods in Chemistry I with CH 554 Advanced Methods in Chemistry Laboratory I; elective or Core courses.

Fourth year: CH 461 Biochemistry (chemistry majors); elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

Notes regarding the credit-based program for class of 2014

The ten 1-semester courses that comprise the chemistry major amount to 37 credits.

First Year: Students are normally expected to take a minimum of 15 credits in each semester of their first year. The following sequence of courses will satisfy this requirement. CH 109-110 General Chemistry Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 with PH 203-204); Calculus (MT 102-103 or MT 105); plus two or three Core courses (depending on the math selection chosen).

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 (CH 109-110 or CH 117-118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 107, 617-552-3626). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

The following courses for non-science majors cannot be used to complete the minor: CH 102 Intersection of Science and Painting, CH 105 Chemistry and Society I, CH 106 Chemistry and Society II, CH 107 Frontiers in the Life Sciences, CH 170 The Ethical Scientist, or CH 163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CH 391-392 Undergraduate Research I and II, or CH 591-592 Introduction to Chemistry Research I and II.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 209-210 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 102, CH 105, CH 106, CH 107, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 102, CH 105, CH 106, and CH 107.

Biochemistry Major

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

Undergraduate Course Offerings

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

CH 102 Intersection of Science and Painting (Spring: 3)
Cross Listed with FA 130
Offered Periodically

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

CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement
For non-science majors or for those who do not require a lab science course.

This is a 2-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.
William H. Armstrong

CH 107 Frontiers in the Life Sciences (Fall: 3)
Satisfies Natural Science Core Requirement

Frontiers in Life Sciences, which serves as a Core chemistry course, will introduce students to basic concepts in chemistry (elements, molecules, bonding, states of matter, chemical reactions, etc.) and use these to explore current topics such as acid rain, recombinant DNA technology (e.g., the Human Genome Project, DNA fingerprinting, disease detection), medical techniques (CAT scans, MRI) and therapies.
Mary F. Roberts

CH 109-110 General Chemistry I and II (Fall/Spring: 3)
Prerequisites: One year of high school chemistry,
Corequisites: CH 111-CH 114
Satisfies Natural Science Core Requirement

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

CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisite: CH 109-CH 110
Lab fee required.

Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data. The semester concludes with a group project where students are required to design their own experiments to solve a problem.
The Department

CH 113-114 General Chemistry Discussion I and II (Fall/Spring: 0)
Corequisites: CH 109-CH 110

Required of all students in CH 109. Discussion of lecture topics and problem-solving methods, in small groups.
The Department

CH 117-118 Principles of Modern Chemistry I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor
Corequisites: CH 119-CH 122
Satisfies Natural Science Core Requirement

These courses are intended for students from any major (including undecided) with a strong foundation and interest in chemistry. This 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.
Kian Tan

CH 119-120 Modern Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CH 117-CH 118
Lab fee required.

Laboratory required for all students enrolled in CH 117. These laboratory courses stress discovery-based experiments. They use state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research.
Christine Goldman

CH 121-122 Modern Chemistry Discussion I and II (Fall/Spring: 0)
Corequisites: CH 117-CH 118

Required of all students in CH 117. 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.
Dennis Sardella

CH 163 Life Science Chemistry Laboratory (Fall: 1)
Corequisite: CH 161
Lab fee required.

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.
David McFadden

CH 170 The Ethical Scientist (Spring: 3)

Integrity, truthfulness, and honesty are assumed to be the pillars on which the edifice of science rests, and the virtues that characterize those who practice it. Yet, despite their importance, scientists receive little or no training in the foundations of ethics. What does it mean to be an ethical scientist, and more specifically, to live a life of integrity in science? This course will employ a combination of case studies, news stories, fiction, biography, memoir, and journal-keeping to help students become aware of, and think critically about, the ethical decisions facing scientists across the full range of their career trajectories.
Dennis Sardella

CH 222 Introduction to Inorganic Chemistry (Spring: 3)
Prerequisite: 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.
Michael Clarke

CH 224 Inorganic Chemistry Laboratory (Spring: 1)
Corequisite: CH 222
Lab fee required.

Laboratory required of all students enrolled in CH 222.
Kenneth R. Metz

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 109-110, CH 111-112
Corequisites: CH 234, CH 233, CH 235, 236

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

CH 233-234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CH 231-CH 232
Lab fee required

Laboratory required of all students enrolled in CH 231. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course.
The Department

CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 117-118, CH 119-120, CH 241
Corequisites: CH 234, CH 243, CH 245, CH 246
Registration with instructor's approval only.

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.
Jianmin Gao
Lawrence Scott

CH 243 Honors Organic Chemistry I Laboratory (Fall: 1)
Corequisite: CH 241
Lab fee required.

Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.
Christine Goldman
James Morken
The Department

CH 247 Honors Organic Pre-Lab (Fall: 0)
Corequisite: CH 243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.
James Morken

CH 351 Analytical Chemistry (Fall: 4)
Prerequisites: CH 109-110
Corequisites: CH 353, CH 355

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

CH 353 Analytical Chemistry Laboratory (Fall: 0)
Corequisite: CH 351
Lab fee required

Laboratory required of all students enrolled in CH 351. One four-hour period per week.
Kenneth R. Metz

CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisites: CH 109-110
Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

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

CH 461 Biochemistry (Chemistry Majors) (Fall: 3)
Prerequisites: CH 231-232

This course will provide chemistry majors with an introduction to biological molecules. The emphasis will be on basic chemical and physical properties of biomolecules (proteins, nucleic acids, carbohydrates, lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.
Larry McLaughlin

CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)
Prerequisites: CH 231-232, MT 100-101
Corequisites: PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy.
Mary Roberts

CH 554-555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)
Corequisite: CH 557, CH 558
Offered Periodically

Laboratory required of all students enrolled in CH 557. Two four-hour periods per week.
Kenneth R. Metz

CH 557 Advanced Methods in Chemistry I (Fall/Spring: 4)
Prerequisites: CH 351 and CH 575
Corequisites: CH 554 and CH 555

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students.
Kenneth R. Metz

CH 575-576 Physical Chemistry I and II (Fall/Spring: 3)
Corequisites: MT 202 and PH 209-210 (or equivalent)

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

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 2-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 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 2-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.
The Department

CH 595-596 Advanced Research in Chemistry I and II (Fall/Spring: 6)
Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.67, will be nominated for Scholar of the College recognition.
The Department

CH 597-598 Advanced Research in Biochemistry I and II (Fall/Spring: 6)
Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.67, will be nominated for Scholar of the College recognition.
The Department

Undergraduate and Graduate Course Offerings

CH 501 Nanoscale Integrated Science (Spring: 1)
Cross Listed with BL 532, PH 640

See course description in the Biology Department.
Dong Cai

CH 525 Small Molecule X-Ray Crystallography (Fall: 3)
Prerequisite: CH 222
Offered Periodically
This course is open to advanced undergraduate and graduate students.

The objective of the course is to provide detailed theoretical and practical instructions on small molecule X-ray crystallography. Topics include geometry and structure of crystalline solids, internal and external symmetry properties as a consequence of atomic types and bonding possibilities: lattice types and space groups, x-ray diffraction, and optical techniques. Students will get practical experience on sample preparation, operation of the instrumentation, data acquisition, structure solution and refinement.
Bo Li

CH 531 Modern Methods in Organic Synthesis I (Fall: 3)

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

CH 535 Physical Organic Chemistry (Spring: 3)
Prerequisites: CH 231-232

Organic reaction mechanisms, reactive intermediates, steric and electronic effects, chemical structure and bonding, molecular mechanics and conformational analysis, principles and applications of molecular orbital theory, aromaticity, pericyclic reactions, and molecular photochemistry.
The Department

CH 537 Mechanistic Organic Chemistry (Fall: 3)

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

The Department

CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)
Offered Periodically

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

John Boylan

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)

Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. 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.

James Morken

CH 561 Principles of Chemical Biology (Fall: 3)

The Department

CH 561-562 Biochemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231-232 or equivalent

Corequisites: CH 515, 516

This course is a 2-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.

Evan R. Kantrowitz

CH 566 Metallopharmaceuticals (Fall: 3)
Offered Periodically

Discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals.

Michael J. Clarke

CH 581 Solid State Chemistry (Spring: 3)

Prerequisite: CH 222

Offered Periodically

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties and applications of solid materials. We will cover concepts such as crystal structures and defects, lattice energy, bonding in solids and solid electrolyte. Emerging directions in solid state chemistry including nanoscience will be discussed as well.

Dunwei Wang

CH 582 Advanced Topics/Biochemistry (Fall: 3)

Prerequisites: CH 561-562 or CH 461 or CH 560 or BI 435 and BI 440

Offered Periodically

A selection of current and important topics in biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) application of chemical tools to investigate biological function, and (3) drug activity and development as it relates to macromolecular structure.

Jianmin Gao

CH 589 NMR in Macromolecular Structure Determination (Spring: 3)

John Boylan

CH 676 Physical Chemistry: Principles and Applications (Fall: 3)

New development and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry.

The Department

Classical Studies

Faculty

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Contacts

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Undergraduate Program Description

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

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

Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in

English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or thirty credits), fall under three headings:

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

Notes:

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

The Minor in Ancient Civilization

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

- One course in Greek History (CL 205) or Greek Civilization (CL 186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CL 206) or Roman Civilization (CL 262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology.

Information for First Year Majors and Non-Majors

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

If a student would like to begin a language now or has had only one year of a language in high school, he or she should choose an elementary course: CL 010 Elementary Latin I or CL 020 Elementary Greek I. If a student has studied a language for two or three years in high school, he or she should choose an intermediate course: CL 056 Intermediate Latin I or CL 052 Intermediate Ancient Greek I.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English. They make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If 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. Students are advised individually and, based on their academic records and the specific program, recommendations are made. Students should arrange to meet with the Chairperson of the Department when planning to study abroad.

Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2010-11, for example, Heroic Verse: Homer, Virgil and Beyond (CL 217) and Modern Greek Drama in Translation (CL 166) will be offered.

Licensure for Teachers

The Undergraduate Initial License 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.

Undergraduate Course Offerings

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

CL 010-011 Elementary Latin I and II (Fall/Spring: 3)

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

Kendra Eshleman
Ian Halbert

CL 020-021 Elementary Ancient Greek I and II (Fall/Spring: 3)

These courses will introduce the fundamentals of ancient Greek grammar and vocabulary.

Gail L. Hoffman

CL 052-053 Intermediate Ancient Greek I and II (Fall/Spring: 3)

Dia Philippides

CL 056-057 Intermediate Latin I and II (Fall/Spring: 3)

These courses give 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.

Ian Halbert
Maria Kakavas

CL 166 Modern Greek Drama in English (Fall: 3)
Cross Listed with EN 084.02, CT 261
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 twentieth century, with plays such as, *Tragedy-*

Comedy (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Wedding Band* (D. Kehaides), and *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 208 Art and Myth in Ancient Greece (Spring: 3)
Cross Listed with FA 206
Satisfies Fine Arts Core Requirement

See course description in the Fine Arts Department.
Gail L. Hoffman

CL 217 Heroic Poetry: Homer, Virgil, and Beyond (Fall: 3)
Cross Listed with EN 084.06
Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) 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.
Maria Kakavas

CL 230 Classical Mythology (Fall: 3)
Cross Listed with EN 220

The goal of this course is to introduce the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the "facts" of myth (the names and places involved) and discussion of the interpretation of specific literary works. 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 will also be studied. Readings include Homer, Hesiod, the Homeric hymns, Greek tragedy, and Ovid's *Metamorphoses.*
The Department

CL 390-391 Reading and Research I and II (Fall/Spring: 3)
Charles F. Ahern
David Gill, S.J.
Maria Kakavas
Dia M.L. Philippides

CL 394 Senior Thesis (Spring: 3)
Charles F. Ahern

CL 399 Advanced Independent Research (Spring: 3)
Charles F. Ahern

Undergraduate and Graduate Course Offerings

CL 063 Intensive Reading in Latin (Summer: 1)

The goal of this course is to build solid reading skills in the Latin language by providing an intensive and comprehensive introduction to the basics of Latin grammar and syntax.
Seth Holm
Maria Kakavas

CL 070 Intermediate Modern Greek I (Fall: 3)
Prerequisite: CL 060-061 or equivalent

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

CL 186 Greek Civilization (Spring: 3)
Gail Hoffman

CL 206 Roman History (Fall: 3)

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

CL 223 The Art Museum History, Philosophy, and Practice (Fall: 3)
Cross Listed with FA 370

A study of the emergence of museums tracing their development from private and ecclesiastical collections of the classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the Doria Pamphilj Gallary, Rome. Topics include the following: selecting, researching, and installing works of Italian art; the museum's function in its social context; the role of museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums and their educational mission; philosophy of installation and care of collections.
Gail L. Hoffman

CL 236 Roman Law and Family (Fall: 3)
Cross Listed with HS 163

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

CL 244 Women in the Greek Cultural Spectrum (Spring: 3)
Maria Kakavas

CL 331 Sophocles and Aristophanes (Spring: 3)

A close reading of two plays—a tragedy and a comedy (most likely *Antigone* and *Frogs*)—in the original Greek, with attention to the content and form of Greek tragedy and comedy, as well as the characteristics of the particular authors and texts.
Dia Philippides

CL 333 Apuleius (Fall: 3)
Kendra Eshleman

CL 348 Catullus (Fall: 3)

Reading selected poems of Catullus.

Th Department

CL 356 Tacitus (Spring: 3)

A reading of the Nero books of Tacitus' *Annals,* accompanied by an investigation of Roman historiography and the history and culture of the Age of Nero, including the evolution of the Julio-Claudian principate, the flourishing of art, literature, and philosophy under Nero, and the complex interaction between art and imperial power.

Kendra Eshleman

CL 373 Euripides: *Hecuba* (Fall: 3)

A close reading of Euripides' play *Hecuba* in the original Greek. The play will be studied from several viewpoints, including language, style, characters, and themes—viewing the text in its context and in comparison with other contemporary literary works.

Dia Philippides

Communication

Faculty

Dorman Picklesimer, Jr., *Professor Emeritus;* A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Lisa Cuklanz, *Professor;* Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

Dale A. Herbeck, *Professor;* 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

Ashley Duggan, *Associate Professor;* B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Donald Fishman, *Associate Professor;* B.A., University of Minnesota; M.A., Ph.D., Northwestern University

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

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Bonnie Jefferson, *Adjunct Associate Professor;* B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

Michael Keith, *Adjunct Associate Professor;* B.A., M.A., Ph.D., University of Rhode Island

William Stanwood, *Adjunct Associate Professor;* B.S., Ithaca College; M.Ed., Ed.D., Boston University

Rita Rosenthal, *Lecturer;* B.A., Appalachian State University; M.A., Bowling Green State University

Carolyn Cunningham, *Visiting Assistant Professor;* B.A., University of Southern Maine; M.A., Ph.D., University of Texas-Austin

Contacts

- Department Counselor: Christine Caswell McCarron, 21 Campanella Way, Room 515, 617-552-6148, caswellc@bc.edu
- Department Administrator: Mary Saunders, 21 Campanella Way, Room 513, 617-552-4280, mary.saunders@bc.edu
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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 expand their theoretical and critical skills and 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, gender and 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 33 credits of course work to complete the major in Communication. The 12 credits of common requirements and 12 credits of distributed requirements must be taken at Boston College. The department accepts transfer courses for the remaining nine credits (electives only). The requirements for the major are as follows:

Common Requirements (12 credits):

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

Distributed Requirements (12 credits):

- Cluster Area Requirements—Choose one of the following courses:
  - CO 249 Communication Law
  - CO 250 Mass Communication Ethics
  - CO 253 Interpersonal Communication
  - CO 255 Media Aesthetics
  - CO 260 American Public Address

CO 263 Media, Law, and Society
CO 268 Business of Electronic Media

- Theory Requirement—Choose one of the following courses:
  - CO 369 Social Protest Theory
  - CO 372 Mass Communication Theory
  - CO 374 Human Communication Theory
  - CO 375 Argumentation Theory
  - CO 377 Visual Communication Theory
  - CO 378 Rhetorical Theory
- Writing-Intensive Seminars—Choose two of the following courses:
  - CO 425 Broadcast Century Issues
  - CO 426 Television and Society
  - CO 427 Culture, Communication, and Power
  - CO 429 Globalization and the Media
  - CO 433 Sonic Society
  - CO 435 Rhetoric, Resistance, and Protest
  - CO 438 Rhetoric and Public Memory
  - CO 440 Communication and Theology
  - CO 442 Intercultural 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 456 Relational Communication
  - CO 458 Radio in Culture and Society
  - CO 459 Dark Side of Communication: Personal Relationships
  - CO 462 Popular Music and Identity
  - CO 463 Media and Popular Culture
  - CO 464 Violence and Media
  - CO 465 Health Communication
  - CO 466 Nonverbal Communication
  - CO 467 Communication and Culture in the Workplace
  - CO 470 Capstone: Conflict, Decision, and Communication

Electives (nine credits):

The other three courses are electives, and students may select these courses based upon their interests and objectives. Any 3-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. A limit of one 3-credit internship may be taken as an elective. Additional 3-credit courses from Distributed Requirements may be taken as electives. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as mass media or rhetorical studies.

Non-Cumulative Credits:

One-credit internships and/or 2-credit Debate Practicum cannot be combined to total a 3-credit course in any of the other required categories for the major.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major in 21 Campanella Way, Room 513. 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 CO 010 and CO 020.

Information for Study Abroad

To receive department permission for study abroad, students must have completed seven Communication courses by the end of their junior year including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking and CO 350 Research Methods. The seven course requirement may be met by either of the following:

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

For additional information and departmental approval, contact Christine Caswell, Department Counselor.

Internship Program

CO 501 Communication Internship, a 1-credit pass/fail course, is open to Communication majors who have sophomore, junior, or senior standing and a minimum 2.5 GPA.

CO 520 Media Workshop, a 3-credit course, is open to Communication majors who have senior standing and a 3.0 GPA (or a 2.8 overall with at least a 3.2 in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and CO 350 Research Methods plus appropriate preparatory course work necessary for the specific field placement.

Honors Program

Juniors with a qualifying grade point average (3.75 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. A more complete description of the program is available in the Honors Handbook in the Department's main office.

Undergraduate Course Offerings

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

CO 010 The Rhetorical Tradition (Fall/Spring: 3)
Required course for all Communication majors

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

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.
Rita Rosenthal
The Department

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate.
Patrick Waldinger

CO 112 Career Planning: Strategies for Success (Fall: 4)
Theresa Harrigan

CO 213-214 Fundamentals of Audio I and II (Fall/Spring: 3)
Lab fee required.

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

CO 215 Soundcasting Media (Spring: 3)

The course will focus on the evolution of various forms of "soundcasting" media: broadcast, satellite, and web radio. Also considered will be their programming, operations, and marketing aspects.
Michael Keith

CO 222 Studio Television Production (Fall/Spring: 3)
Prerequisite: CO 227
Lab fee required.

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the 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. Students will learn to operate studio television equipment, and to produce and direct their own programs.
William Stanwood
The Department

CO 223 TV Field Production (Fall/Spring: 3)
Prerequisite: CO 222
Lab fee required.

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). Emphasis will be placed on advanced techniques of portable video operation and nonlinear videotape editing. Elements of production such as location, sound recording, location lighting, producing, and directing will be featured.
William Stanwood
The Department

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)
Prerequisite: Permission of instructor
Cross Listed with FM 274
Lab fee required.
Limited to 10 students.

This course will provide fundamental skills required for editing moving pictures plus hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television and film industry. Using this 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 time-line, saving sequences, and output to tape.
Adam Bush

CO 226 Final Cut Pro Editing (Fall: 3)
Cross Listed with FM 275
Some equipment required. Restricted to majors.

This course is an introduction to Digital Video Editing using the Final Cut Pro software environment. Final Cut Pro is widely used and is becoming more prevalent in the editing industry these days. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more. Some equipment required.
The Department

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.
William Stanwood
The Department

CO 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers.
The Department

CO 231 Feature Writing (Fall/Spring: 3)
Prerequisite: CO 230

This is a course on contemporary feature writing—literary nonfiction journalistic writing based on solid reporting.
The Department

CO 233 Advanced Journalism (Fall/Spring: 3)

Organized like a professional newsroom, this course will examine how news is produced for print and online publication. It will define and teach the roles of reporters and editors in the daily newsgathering

process as decisions are made about what stories to cover, what stories and photographs to publish (and not to publish), and on what pages to put them. Also covered will be advanced reporting and interviewing, computer-assisted reporting, investigative journalism, media law and ethics, and the business and history of journalism.
The Department

CO 234 News Ethics (Spring: 3)

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others.
The Department

CO 235 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.
The Department

CO 240 Public Relations (Fall/Spring: 3)
Offered Biennially

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.
The Department

CO 245 Advanced Public Relations (Fall/Spring: 3)
Prerequisite: CO 240
Communications majors only

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing, speaking, and strategizing.
The Department

CO 249 Communication Law (Fall: 3)
Satisfies the one cluster course requirement within the Communication major

This course examines the constitutional, statutory, and case law affecting the communication professions. A wide range of issues related to the First Amendment will be considered including access, broadcasting, cable, commercial speech, copyright, defamation, free press versus fair trial, fighting words, heresy, incitement, obscenity, political speech, prior restraint, privacy, public forums, special settings, symbolic speech, threats, and time-place-manner restrictions.
Dale Herbeck

CO 250 Mass Communication Ethics (Fall/Spring: 3)
Satisfies the one cluster course requirement within the Communication major

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.
Kevin Kersten, S.J.

CO 253 Interpersonal Communication (Fall/Spring: 3)
Satisfies the one cluster course requirement within the Communication major

This course focuses on theory and research concerning communication in everyday interactions.
Pamela Lannutti

CO 254 Web Application Development (Spring: 3)
Cross Listed with CS 254

See course description in the Computer Science Department.
William Ames
Katherine Lowrie

CO 255 Media Aesthetics (Fall/Spring: 3)
Satisfies the one cluster course requirement within the Communication major

Media producers and consumers have one common interest: good productions—meaningful, well made, and deserving an attentive audience. Critics, practitioners, and families at home all have a stake in being able to explain why one production is strikingly fine and satisfying, while another is trite and shallow. This course addresses such interests using audio and visual aesthetics based on production values, entertainment values, and human values.
Kevin Kersten, S.J.

CO 259 Cyberlaw (Spring: 3)
Prerequisite: CO 010

This course will study the extension of communication law to the Internet, assess a range of pending proposals 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, trademark, copyright, unsolicited commercial email (spam), schools, and encryption. This course will not cover issues related to electronic commerce or contracts, personal jurisdiction, or Internet taxation.
Dale Herbeck

CO 260 American Public Address (Spring: 3)
Prerequisite: CO 010
Satisfies the one cluster course requirement within the Communication major

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal, and public ridicule.
Bonnie Jefferson

CO 263 Media, Law, and Society (Spring: 3)
Prerequisites: CO 010, CO 020
Satisfies the one cluster course requirement within the Communication major

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 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.
The Department

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.
Marilyn Matelski

CO 291 Persuasion (Fall: 3)

The course combines the theory and practice of persuasion. Students will examine current theories and research concerning influence, coercion and manipulation. They will then apply these theories to current events and design a persuasive campaign.
Rita Rosenthal

CO 293 Advanced Public Speaking (Spring: 3)

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings.
Rita Rosenthal

CO 350 Communication Research Methods (Fall/Spring: 3)
Required course for all Communication majors

Research methods are often considered tools for creating knowledge. 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.
Carolyn Cunningham
Ashley Duggan
Seung-A Jin
James Olufowote
Kelly Rossetto

CO 369 Social Protest Theory (Spring: 3)
Satisfies the required theory course in the Communication major

In this course we engage relevant theories of mobilization, maintenance, strategic engagement and discipline, and evolution of social protest in the United States. Interdisciplinary readings offer rhetorical, sociological, and historical perspectives, illustrated by numerous movements from the nineteenth through the twenty-first centuries.
Charles Morris

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.
Roberto Avant-Mier
Jamel Bell
Carolyn Cunningham

CO 374 Human Communication Theory (Spring: 3)
Satisfies the required theory course in the Communication major

This course provides an understanding of the role of theory in the study of human communication. Students will learn the process of theory development, the role of theory in the research process, and tools for evaluating theories. The course also surveys the prominent theories in the fields of interpersonal, relational and group communication. This course should serve as a bridge between basic introductory courses and more advanced seminars in these fields.
James Olufowote

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.
Dale Herbeck

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 400 Advanced Video Production (Spring: 3)
Prerequisites: CO 227, CO 222, CO 223, and permission of instructor
Lab fee required.

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce an actual television program for an actual 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 in a professional environment.
William Stanwood

CO 425 Broadcast Century Issues (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form 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 (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This class is an Honors level writing-intensive course. It will provide a forum for investigating the role of television in our society. Students will examine such topics as the use of violence on TV, and 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 television on our culture.
William Stanwood

CO 433 Sonic Society (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

The emphasis of the course will be on the nature and impact of sound in ancient and contemporary societies as well as their devices and constructs (mechanical and electronic) for aural communication. Natural and amplified sound will be explored with a goal toward understanding and appreciating how noise (and silence) have shaped and influenced human identity, behavior, and discourse.
Michael Keith

CO 438 Rhetoric and Public Memory (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course engages in the theory, recovery, and analysis of the rhetorically-constructed past. We explore how symbolic constructions of memory—from diverse historical depictions to battlefields and museums to commemorative holidays and their ritual performances—function significantly in public life. By means of various interdisciplinary readings, we seek to explain how memory persuasively reflects, shapes, sustains, resists and transforms cultural and political meanings in the present, and provides a powerful vision of a collective future.
Charles Morris

CO 440 Communication and Theology (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television which will provide a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.
Kevin Kersten, S.J.

CO 442 Intercultural Communication (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to 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.
Marilyn Matelski
The Department

CO 447 Communication Criticism (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

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

CO 448 Television Criticism (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.
The Department

CO 449 Crisis Communication (Fall/Spring: 3)
Prerequisite: CO 240 recommended
Satisfies one of two writing intensive courses required within the Communication major
Restricted to Communication majors only

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

CO 451 Gender Roles and Communication (Fall/Spring: 3)
Offered Biennially
Satisfies one of two 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 458 Radio in Culture and Society (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) 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.
Michael Keith

CO 460 Seminar: Fiction, Film, and Video (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course explores how print and visual media communicate through perceptual principles and the advantages/limitations of verbal and visual media. We explore differences in media form, function and practice; how mental imagery functions in relation to print and visual media; how form becomes an integral part of the message communicated; and how we respond aesthetically to different media. Our goal is to build greater aesthetic appreciation of print and visual media as both distinctive art forms and modes of effective communication; to develop media-specific critical analysis skills; to facilitate knowledgeable technical and critical understanding of verbal and visual messages.
Ann Marie Barry

CO 462 Popular Music and Identity (Fall/Spring: 3)
Cross Listed with BK 462
Satisfies one of two writing intensive courses required within the Communication major

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will introduce you to theory and research in the area of popular music studies in communication, and will help you apply this knowledge in understanding popular music as meaning-making cultural practice. Seeing music as culture, we use both transmission and ritual/symbolic perspectives to address social/cultural dimensions of popular music in the U.S. as well as in international contexts.
Roberto Avant-Mier

CO 463 Media: Pop Culture (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

Media are a significant and primary contributor of popular culture in American society. This writing intensive course will explore and critically analyze the role of media in constructing and reflecting popular norms, values, and trends. Students will use a variety of texts to discuss the extent to which various types of media, including video games, music, TV, and magazines shape and reinforce society's ideas regarding issues such as race, class, gender, war, and patriotism.
Jamel Bell

CO 465 Health Communication (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

We will address ways in which research in health communication relates to patients' health and well-being or to the health and well-being of society at large, how research in health communication advances our understanding of the process of human communication, and how contemporary societal developments such as managed care impacts research and health care delivery. The class addresses the social construction of health and illness and theoretical perspectives used within the field of health communication in four areas: interpersonal communication, community health, organizational issues, and health messages in the media.
Ashley Duggan

CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)
Prerequisites: CO 442 or equivalent, enrolled in BC-sponsored international program, permission of instructor
Satisfies Cultural Diversity Core Requirement

This is a web-based, advanced intercultural communication course intended for those studying abroad.
Marilyn J. Matelski

CO 500 Debate Practicum (Fall/Spring: 1)
Prerequisite: Participation on the intercollegiate debate team and permission of the instructor

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

CO 501 Communication Internship (Fall/Spring/Summer: 1)
Prerequisite: Permission of instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.
Christine Caswell

CO 520 Media Workshop (Fall/Spring: 3)
Prerequisite: Senior standing, 3.2 in major, six completed BC communication courses (including core requirements), and permission of the instructor
This course may not be repeated.

This course gives senior communication majors an opportunity to pursue a 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.
Christine Caswell

CO 592 Honors Thesis (Fall/Spring: 3)

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

CO 593 Advanced Topics (Spring: 3)

This course is an advanced seminar restricted to second-semester senior women's studies minors. Enrollment is by permission only.
Lisa Cuklanz

CO 597 Readings and Research—Communication (Fall/Spring: 3)
Prerequisite: Permission of the instructor
This course may be repeated.

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

CO 599 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of the department

This course is for seniors only.
The Department

Computer Science

Faculty

Peter G. Clote, Courtesy Appointment, *Professor;* B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris
James Gips, Courtesy Appointment, *Professor, John R. and Pamela Egan Chair;* S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University
Howard Straubing, *Professor;* Chairperson of the Department; A.B., University of Michigan; Ph.D., University of California at Berkeley
Sergio Alvarez, *Associate Professor;* B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland
Robert Muller, *Associate Professor*; 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
Hao Jiang, *Assistant Professor;* B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University
Stella X. Yu, *Clare Boothe Luce Assistant Professor;* B.S., Xi'an Jiaotong University; M.S., Tsinghua University; Ph.D., Carnegie Mellon University
Katherine Lowrie, *Adjunct Associate Professor;* B.S., M.S., Ph.D., Purdue University
William G. Ames, *Senior Lecturer;* M.S., University of Michigan
William Griffith, *Lecturer;* Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Contacts

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Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor and concentration programs in Computer Science, Bioinformatics, and Scientific Computation, and a concentration in Computer Science for students in the Carroll School of Management. The Information Systems Department offers a program in Information Systems. Consult their listing under the Carroll School of Management for a program description. For further information, contact the Computer Science Department at 21 Campanella Way, Room 559, 617-552-3975.

The requirements for the major programs in Computer Science are being changed. The change consists of both the university-wide transition from a course-based to a credit-based system of requirements and the replacement of two required courses, CS 245 Discrete Mathematics and CS 385 Theory of Computation with two new courses, CS 243 Logic and Computation and CS 244 Randomness and Computation. Therefore, the description of the major requirements below lists two separate sets of requirements. Majors and prospective majors should read the requirements carefully and the instructions below in order to plan their program.

Bachelor of Arts in Computer Science: Class of 2014

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Students complete a 30-credit computer science component, supplemented by a mathematics component rooted in Calculus. For most students, the program requires completion of thirteen 3-credit courses along with one 1-credit lab.

Computer Science Component

The 30 credits required for completion of the Bachelor of Arts major are grouped into two categories, seven required core courses and eight elective credits. The seven required core courses (for a total of 22 credits) are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 383 Algorithms

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

Computer Organization (CS 272) has a required one-credit corequisite lab (CS 273). The remaining eight credits will typically be earned from three courses: at least six of the credits must be earned from courses at the CS 300 level. The remaining credits may be earned through any CS courses numbered CS 200 or above.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed no later than the end of junior year, since this material is prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

Mathematics Component

One semester of Calculus at the level of Calculus II or higher is required for completion of the Bachelor of Arts major. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, or MT 202. Realistically,

most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a 2-semester sequence.

Bachelor of Arts in Computer Science: Classes of 2011, 2012, and 2013

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of Arts students complete a 10-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

A minimum of ten courses in computer science are required for completion of the Bachelor of Arts in Computer Science. The ten Computer Science courses are grouped into two categories: six required core courses and four electives. The six required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization with required CS 273 Computer Organization Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

All these courses are three credits with the exception of CS 273, which is a one-credit lab.

Of the four electives, at least three must be numbered CS 300 and above. The fourth elective may be any course numbered CS 200 or above.

Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major: one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a 2-semester sequence.

Students must complete the Discrete Mathematics requirement with the 1-semester course CS/MT 245 Discrete Mathematics. 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 a prerequisite for the two required courses, CS 383 Algorithms and CS 385 Theory of Computation as well as CS 366 Principles of Programming Languages.

Classes of 2012 and 2013: Students in these classes who have taken Discrete Mathematics should take CS 385 in the fall of 2010 and complete the major requirements listed above. Students who have not taken Discrete Mathematics should instead take CS 244 in the spring of 2011 and CS 243 in the Fall of 2011, but otherwise follow the requirements listed above.

Bachelor of Science in Computer Science: Class of 2014

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

Students must complete a 12-course (equivalent to 36 credits) computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

A minimum of 36 credits in computer science are required for completion of the Bachelor of Science major in Computer Science. The computer science credits are grouped into two categories, eight required CS courses (or 26 credits) and ten credits (usually earned through four 3-credit courses) of electives. The eight required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 372 Computer Architecture/CS 373 Computer Architecture Lab (this combination counts as one course)
- CS 383 Algorithms

Computer Organization (CS 272) has a required corequisite lab (CS 273); Computer Architecture (CS 372) has a required corequisite lab (CS 373). All these courses are three credits with the exception of CS 273 and CS 373,which are one-credit labs.

Of the ten credits of electives, at least seven must be from courses numbered CS 300 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CS 260-CS 269.

Mathematics Component

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

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II—AP (Math/Science Majors)
- MT 202 Multivariable Calculus
- Two MT electives from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, this calculus requirement will often be met by enrolling in a 2-semester sequence.

Science Component

Students are required to complete twelve credit hours of science courses for science majors. Course work must include one 2-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210, BI 202/211 or BI 304, BI 305, BI 310/311)

- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Geology/Geophysics (GE 132/133, GE 134/135, GE 157/158, GE 160/161)
- Physics (PH 209/203, PH 210/204, PH 211/213, PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (CS/BI 507).

The biology, chemistry and geology/geophysics sequences are eight credits so an additional four credits are required. The physics sequences are ten credits so an additional three credits are required.

Bachelor of Science in Computer Science: Classes of 2011, 2012, and 2013

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering. Students must complete a 12-course computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

A minimum of 12 courses in computer science are required for completion of the Bachelor of Science major in Computer Science. The 12 computer science courses are grouped into two categories, seven required core courses and five electives. The seven required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization with required CS 273 Computer Organization Lab
- CS 372 Computer Architecture with required CS 373 Computer Architecture Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above and one must be from the social and ethical issues cluster CS 260-CS 269.

All these courses are three credits with the exception of CS 273 and CS 373 which are one-credit labs.

Mathematics Component

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II—AP (Math/Science Majors)
- Discrete Mathematics (CS/MT 245 or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher.

Since many students will need to complete MT 102 before taking MT 103, the calculus requirement will often be met by enrolling in a 2-semester sequence.

Science Component

Bachelor of Science students are required to complete twelve semester credits of science courses for science majors. Course work must include one 2-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210 and BI 202/211 or BI 304/BI 310 and BI 305/311)
- Chemistry (CH 109/111/113 and CH 110/112/114 or CH 117/119/121 and CH 118/120/122)
- Geology/Geophysics (GE 132/133 and GE 134/135 or GE 157/158 and GE 160/161)
- Physics (PH 209/203 and PH 210/204 or PH 211/213 and PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (CS/BI 507).

The biology, chemistry, and geology/geophysics sequences are eights credits so an additional four credits are required. The physics sequences are ten credits so an additional two credits are required.

Departmental Honors

Junior and Senior Computer Science majors with at least a 3.3 GPA in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CS courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis. One section of CS 397 Honors Thesis may count as a CS elective.

The Minor Program

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

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization with required CS 273 Computer Organization Lab (counts as one course)
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses (or their equivalents):

- BI 304 Molecular Biology (lab not required)
- BI 305 Molecular Biology (lab not required)
- BI 420 Introduction to Bioinformatics (Fall)
- BI 424 Computational Foundations of Bioinformatics (Spring)
- BI 585 Genomics Laboratory (Spring)
- CS 227 Introduction to Scientific Computation (Fall). Computer Science students may substitute CS 101.
- CS 327 Algorithm Analysis and Design for Computational Scientists. Computer Science students may substitute CS 383
- MT 226 Probability for Bioinformatics. Computer Science students may substitute MT 426

Completion of the concentration will lead to provision of a letter from the chair of the department certifying that the student has completed the requirements for the Concentration in Bioinformatics.

Computer Science majors enrolled in the Bachelor of Science program can complete (equivalents of) CS 127 and CS 327, BI 304, BI 305, BI 420, and the MT 226 course while completing the requirements for the Bachelor of Science in Computer Science. Over and above the requirements for the major, these students would be required to take BI 424 and BI 585.

Computer Science Concentration for Carroll School of Management Students

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

The Computer Science concentration consists of five courses beyond CS 021, including three required courses and two electives courses.

The three required courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II

and one of:

- CS 271 Computer Systems
- CS 272 Computer Organization with required CS 273 Computer Organization Lab (this combination counts as one course)

The two elective courses are:

- One elective, CS 200 or higher
- One elective, CS 300 or higher

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

Students are encouraged to take additional Computer Science courses.

Information for First Year Majors and Non-Majors

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

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during their first year. Most will enroll in MT 100 in fall semester and continue with MT 101 in spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CS 101 Computer Science I or CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson or Undergraduate Program Director about proper course placement (e.g., directly taking CS 102).

First Year Non-Majors

The department offers six introductory 3-credit courses in computer science: CS 021, CS 074, CS 101, CS 127, CS 157, CS 227, and CS 254. CS 021 is designed to teach students about the role of information systems in management. Students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

CS 074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises. Note that CS 074 satisfies the Mathematics Core Requirement

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take CS 101 at some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

CS 227 (formerly CS 127) is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language. It is the first course in the minor in Scientific Computation.

CS 254 (formerly CS 054) is an introduction to web-based applications. Students begin by learning basic web page creation, database

design, and database access techniques. Next, the emphasis shifts to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, and student registration systems. The course is currently taught using PHP and MySQL. No prior programming experience is required.

Transfer Credits and Placement for Computer Science Courses

The Computer Science Department will accept transfer credits from other schools with documentation (for example syllabi) sufficient for us to determine course equivalence. Before taking an external course, check the BC's academic policies. AP, IB, and GCE scores are used to make placement decisions, but not for course credit. Specifically, students who score a 5 on the Computer Science A exam, or a 4 or 5 on the Computer Science AB exam, or who have significant programming experience should consult with the Department Chair (chair@cs.bc.edu) or Undergraduate Program Director (lowriek@cs.bc.edu) about starting the Computer Science course sequence with CS 102.

Course Availability

Most introductory courses (e.g., CS 021, CS 074, CS 101, CS 102, and CS 157) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters CS and are registered as courses in the College of Arts and Sciences. However, because the department serves both the College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CS 021, CS 157, CS 257, and CS 258) are cross listed with the Operations and Strategic Management Department in the Carroll School of Management. CS 260 is also cross listed with the Operations and Strategic Management Department but it is not primarily management-oriented.

Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (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: CS 272/CS 273 Computer Organization with lab, CS 245 Discrete Mathematics, CS 383 Algorithms, CS 385 Theory of Computation, and CS 366 Principles of Programming Languages. In addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372/CS 373 Computer Architecture with Lab.

Undergraduate Course Offerings

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

CS 021 Computers in Management (Fall/Spring: 3)
Cross Listed with MI 021
Carroll School of Management students should sign up for this class under MI 021. Students in the College of Arts and Sciences should consider taking CS 074.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

The Department

CS 031 Computers in Management—Honors (Fall: 3)
Cross Listed with MI 031

This course is a more rigorous version of CS 021 designed for students enrolled in the Honors Program in the Carroll School of Management.

James Gips

CS 074 The Digital World: An Introduction to Information and Computing (Fall/Spring: 3)
Satisfies Mathematics Core Requirement

A course in Computer Science for students with no background in computing. The precise topics covered will vary depending on the semester and the instructor. In fall 2010, it will be a survey covering digital representation and manipulation of text, music, images and numbers; the workings of computer hardware; and programming in the Python language. In spring 2011, the course will be an introduction to Python programming using mobile robots.

Robert Muller
Robert Signorile
Howard Straubing

CS 092 Visual Perception in Art and Science (Fall: 3)
Cross Listed with FA 294, PS 392
Satisfies the Fine Arts requirement of the University Core

See course description in the Fine Arts Department.

Michael Mulhern
Stella X. Yu

CS 101 Computer Science I (Fall/Spring: 3)

Prerequisite: 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 will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

CS 102 Computer Science II (Fall/Spring: 3)

Prerequisite: CS 101

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.

The Department

CS 157 Introduction to Programming for Management (Fall/Spring: 3)
Cross Listed with MI 157
This course is required for information systems concentrators. A&S students should register for the course under CS 157. Students who have taken CS 101 may not take this course.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized and analytical way, (2) the process of designing software applications, and (3) creating a custom application program.
Peter Olivieri

CS 227 Introduction to Scientific Computation (Fall: 3)
This course is required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization and data visualization.
Howard Straubing

CS 243 Logic and Computation (Fall: 3)
Prerequisites: CS 101

A course in the mathematical foundations of Computer Science, illustrated throughout with applications: sets and functions, propositional and predicate logic, induction and recursion, basic number theory. Mathematical models of computation: formal languages, finite state machines, and Turing machines.
Howard Straubing

CS 244 Randomness and Computation (Spring: 3)
Prerequisites: CS 101 and Calculus

A course in the mathematical tools needed for problems in Computer Science that involve randomness, illustrated throughout with applications: combinatorics and counting, random experiments and probability, random variables and distributions, Bayes rule, vectors and matrices, Markov chains.
Sergio Alvarez

CS 254 Web Application Development (Spring: 3)
Cross Listed with CO 254

In this course students create interactive web-based applications. We begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift creating pages that use server-side scripting to provide secure dynamic access to databases over the web. The course is currently taught using PHP and MySQL.
William Ames
Katherine Lowie

CS 257 Database Systems and Applications (Fall: 3)
Prerequisites: CS 157/MI 157 or CS 101
Cross Listed with MI 257
This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications.
Ed Sciore

CS 258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisites: CS 021 and CS 157. CS 257 is recommended. CS 257 may be taken concurrently.
Cross Listed with MI 258

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others.
William Griffith
The Department

CS 266 Technology and Society (Fall/Spring: 3)
Cross Listed with SC 046, MI 266
Satisfies Social Sciences Core Requirement

See course description in the Computer Science Department.
Ted Gaiser
The Department

CS 267 Technology and Culture (Fall: 3)
Cross Listed with SC 670
Satisfies Computer Science Requirement
Satisfies CSOM Computer Science Concentration Requirement
Satisfies CSOM Information Systems Concentration Requirement or Social Science Core Requirement

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.
William Griffith

CS 271 Computer Systems (Spring: 3)
Prerequisite: CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.
Robert Signorile

CS 272 Computer Organization (Fall: 3)
Prerequisite: CS 101
Corequisite: CS 273

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers) sequential circuit design and analysis, memory design (registers and main memory) simple processors including datapaths, instruction formats, and control units.
Katherine Lowrie

CS 273 Computer Organization Lab (Fall: 1)
Corequisite: CS 272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 272. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.
Katherine Lowrie

CS 290 Multimedia (Spring: 3)
Prerequisite: Some programming experience
Cross Listed with MI 290

A course in digital special effects using cross platform software called "After Effects." This premiere special effects program is used extensively in Hollywood films, television production, commercial creation, and animation. It covers animation, image processing, cloning, 3D, mattes, masking, panning, zooming, parenting, animating text, audio effects, creating expressions, time remapping, and a large variety of exciting special effects. You will learn how to plan, create, and produce a complex animation project. Information management, digital asset data base creation, creativity, time management, imagination, and product creation will be additional skills contributing to the learning objectives within the course.
Peter Olivieri

CS 333 Computer Graphics (Fall: 3)
Prerequisite: CS 102

An introduction to the algorithms and techniques involved in representing, animating and interacting with three-dimensional objects on a computer screen. The course will involve significant programming in Java and OpenGL.
William Ames

CS 341 Artificial Intelligence (Spring: 3)
Prerequisites: CS 102, MT 202, MT210

This course covers the basic ideas developed in computer science to model an intelligent agent. We will discuss perception and action, knowledge and reasoning, learning and planning. Topics include: adversarial search, computational game theory, logical inference, Bayesian inference, Hidden Markov Models, and various clustering and classification algorithms. All programming assignments will be implemented in MATLAB.
Stella Yu

CS 342 Computational Photography (Fall: 3)
Prerequisites: MT 202 Multivariable Calculus, MT 210 Linear Algebra.Basic programming experience such as CS 101, or permission of instructor.

Computational photography is a new field that leverages the power of digital processing to overcome limitations of traditional photography and it offers unprecedented opportunities for the enhancement and enrichment of visual media. We will learn how to acquire and process scenes from digitized photographs. Several popular image-based algorithms will be presented, with an emphasis on using these techniques to build practical applications. In the programming assignments, students will have the opportunity to acquire their own images of different scenes and develop the image analysis and synthesis tools needed to process and view the scenes on the computer.
Hao Jiang

CS 347 Robotics (Fall: 3)
Prerequisite: CS 101

This is a hands-on laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several projects using the robots in the Boston College Robotics Laboratory.
James Gips
Robert Signorile

CS 372 Computer Architecture (Spring: 3)
Prerequisites: CS 272, CS 273
Corequisite: CS 373

In this course we investigate how computer hardware works and considerations for design of a computer.
Katherine Lowrie

CS 373 Computer Architecture Lab (Spring: 1)
Prerequisites: CS 272, CS 273
Corequisite: CS 372

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 372. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.
William Ames

CS 381 Cryptography (Spring: 3)
Prerequisites: CS 101 and CS 245, MT 216, or permission of instructor.

This course studies both the theoretical foundations and implementation of algorithms for private and public key cryptography, digital signatures, cryptographic hash-codes and authentication schemes. We will consider real world protocols and practices (e.g., SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).
Howard Straubing

CS 383 Algorithms (Spring: 3)
Prerequisites: CS 102, CS 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

CS 385 Theory of Computation (Fall: 3)
Prerequisites: CS 102 and either CS 245 or MT 445

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.
Sergio Alvarez

CS 397 Honors Thesis (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required.

Independent study project for students enrolled in the departmental honors program.
The Department

CS 399 Readings in Computer Science (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.
The Department

Economics

Faculty

David A. Belsley, *Professor Emeritus;* A.B., Haverford College; Ph.D., Massachusetts Institute of Technology
James E. Anderson, *Professor;* Chairperson of the Department; A.B., Oberlin College; Ph.D., University of Wisconsin
Susanto Basu, *Professor;* A.B., Ph.D., Harvard University
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;* B.A., M.A., Ph.D., University of Chicago
Hideo Konishi, *Professor;* B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester
Marvin Kraus, *Professor;* B.S., Purdue University; Ph.D., University of Minnesota
Arthur Lewbel, *Professor;* B.S., Ph.D., Massachusetts Institute of Technology
William B. Neenan, S.J., *Professor and Vice President;*A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan
Joseph F. Quinn, *Professor;* A.B., Amherst College; Ph.D., Massachusetts Institute of Technology
Fabio Schiantarelli, *Professor;* B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics
Uzi Segal, *Professor;* B.S., M.A., Ph.D., Hebrew University, Israel
Tayfun Sonmez, *Professor,* B.S., Bilkent University, Turkey M.A., Ph.D., University of Rochester
Richard W. Tresch, *Professor;* A.B., Williams College; Ph.D., Massachusetts Institute of Technology
Zhijie Xiao, *Professor;* B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University
Christopher F. Baum, *Associate Professor;* A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan
Fabio Ghironi, *Associate Professor;* M.A., Universita Bocconi, Italy; Ph.D., University of California, Berkeley
Stefan Hoderlein, *Associate Professor,* Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics
Matteo Iacoviello, *Associate Professor;* B.Sc., University of Rome Tor Vergata, Italy; M.Sc., Ph.D., London School of Economics
Francis M. McLaughlin, *Associate Professor;* 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
M. Utku Unver, *Associate Professor;* B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh
Andrew Beauchamp, *Assistant Professor;* B.A., Michigan State University; M.A., Ph.D., Duke University
Karim Chalak, *Assistant Professor,* B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego
Eyal Dvir, *Assistant Professor;* B.A., M.A., Hebrew University, Israel; Ph.D., Harvard University
Scott Fulford, *Assistant Professor;* B.A., Stanford University; M.A., Ph.D., Princeton University
Georg Strasser, *Assistant Professor;* M.A., University of Southern California; M.Sc., Universitat Karlsruhe, Germany; Ph.D., University of Pennsylvania
Mathis Wagner, *Assistant Professor;* B.A., University of Cambridge; Ph.D., University of Chicago
Richard McGowan, *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

Contacts

- Director of Undergraduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
- Director of Graduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
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- Administrative Assistant: Kathy Tubman, 617-552-3670, tubman@bc.edu
- www.bc.edu/economics

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, health economics, energy economics, urban economics, economic development, and various topics in advanced theory.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college 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) satisfy the Core requirements in the social sciences. These are distinct 1-semester, 3-credit courses, that are usually 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

The faculty has recently been revising the major, with the result that the requirements for the major vary by classes.

The requirements for the major by class are as follows:

- **For the Class of 2012 and prior classes**—a minimum of 30

credits, consisting of five required courses and five electives. The required courses are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), and Macroeconomic Theory (EC 202 or 204). At least three of the five electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite and/or 200-level courses that have a statistics prerequisite.

- **For the Class of 2013**—a minimum of 30 credits, consisting of six required courses and four electives. The required courses are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and Econometrics (EC 228). At least two of the four electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite.
- **For the Class of 2014 and all following classes**—a minimum of 33 credits, consisting of six required courses and five electives. The required courses are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and Econometrics (EC 228). At least three of the five electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (EC 201 or 203) and Macroeconomic Theory (EC 202 or 204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

The Economics major is designed to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. (Please consult the Department's web page (www.bc.edu/economics) for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses).

- For the Class of 2012 and prior classes, students taking Principles freshman year would usually take Microeconomic Theory and Macroeconomic Theory in their sophomore year. Students taking Principles sophomore year would generally take Microeconomic Theory, Macroeconomic Theory, and two electives junior year.
- For the Class of 2013 and all following classes, those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would generally take both Theory classes, Econometrics, and an elective in the junior year.
- For all classes, Statistics should be taken as soon as possible, certainly no later than sophomore year.

Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MT 100, MT 102 [preferred], or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MT 100-101, MT 102-103 (preferred), or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in mathematics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard Theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 155) as soon as possible and then Econometrics (EC 228). MT 100-101, MT 102-103 (preferred), or the equivalent are prerequisites for both Honors Theory courses and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (EC 497-498) in the senior year under the direction of a faculty member. In addition to Econometrics and the Thesis sequence, honors students in the class of 2013 and all prior classes take three other electives, at least one of which must be an upper-level course. Students in the class of 2014 and all following classes take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The minor in Economics consists of five required courses and two electives, a minimum of 21 credits. The required courses are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), and Macroeconomic Theory (EC 202 or 204). At least one of the two electives must be an upper (300)-level course. For the class of 2014 and all following classes, at least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MT 100, MT 102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, CSOM students may choose Economics as an area of concentration. The

concentration consists of four courses beyond the three required courses, for a minimum of 21 credits in Economics. The four additional courses are Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives, at least one of which must be an upper (300)-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major. For the class of 2014 and all following classes, at least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Double Majors

Requirements for double majors are the same as those for the major.

Courses Taken Outside the Department

The Department requires that at least seven of the courses for the major (eight for the class of 2014 and all following classes), and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the three courses that may be taken outside the Department, the following limits apply: a maximum of one of the three introductory courses (Micro and Macro Principles and Statistics) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses cannot be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston College. (The transferred courses can include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. Note, finally, that the limits apply in total to all courses taken outside the Department. For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for at most one elective taken abroad.

Economics Internship

EC 199 Economics Internship, a 1-credit course, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency or organization supervisor must provide an evaluation to the Director of Undergraduate Studies. The internship is graded on a pass/fail basis. Credits received through internships cannot be applied to the credits required for completing the major, minor, or CSOM concentration. They also cannot be applied to the total credits required for graduation.

Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors and the Office of International Programs for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; Bocconi University in Italy; and Melbourne University in Australia.

To ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows: Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements. The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad. Electives previously transferred from outside the Department, such as from a summer program or the Woods College, reduce the number of electives that can be transferred from study abroad. Microeconomic and Macroeconomic Theory cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. This is especially true of majors in the class of 2014 (and all following classes), since both Theory courses must be completed by the end of junior year. For example, students in the class of 2014 and all following classes who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students must contact the Director of the Undergraduate Program to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Undergraduate Course Offerings

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

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.
The Department

EC 151 Economic Statistics (Fall/Spring: 3)
Not open to students who have completed BI 230.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression, and forecasting.
The Department

EC 155 Statistics—Honors (Spring: 3)
Prerequisite: Calculus I
Not open to students who have completed BI 230.

This course is a more intensive analytical treatment of the topics covered in EC 151.
Richard McGowan, S.J.

EC 199 Economics Internship (Fall/Spring: 1)

The student works under the direction of an individual professor.
The Department

EC 201 Microeconomic Theory (Fall/Spring: 3)
Prerequisites: EC 131 and Calculus I

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.
The Department

EC 202 Macroeconomic Theory (Fall/Spring: 3)
Prerequisites: EC 132 and Calculus I

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.
The Department

EC 203 Microeconomic Theory—Honors Level (Fall: 3)
Prerequisites: EC 131 and Calculus I and II

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Tayfun Sonmez

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)
Prerequisites: EC 132 and Calculus I and II

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Robert Murphy

EC 210 Behavioral Economics (Fall: 4)
Robert Anzenberger

EC 215 Numerical Methods and Scientific Computation (Spring: 4)
Prerequisites: MT 202 and CS 127/EC 314 and permission of instructor
Cross Listed with PH 430
This course is intended for students who plan to minor in Scientific Computation and does not count toward major unless student completes Scientific Computation minor.
Elective for Physics majors.
Enrollment limited. Significant writing/research component.

See course description in the Physics Department.
Jan Engelbrecht

EC 228 Econometric Methods (Fall/Spring: 3)
Prerequisite: Calculus I and EC 151 or EC 155

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.
Christopher Baum (Fall)
Stefan Hoderlein (Fall)
Mark Kazarosian (Fall/Spring)

EC 229 Economic and Business Forecasting (Fall: 3)
Prerequisites: Calculus I and EC 151 or EC 155
Cross Listed with MD 606
Course is open only to economics majors, economics minors and CSOM economic concentrators.

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.
Richard McGowan, S.J.

EC 233 History of Economic Thought (Fall/Spring: 3)
Prerequisites: EC 131 and EC 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.
Francis McLaughlin

EC 242 Public Policy in an Aging Society (Fall: 3)
Prerequisite: EC 131

We live in a rapidly aging nation. In two decades, the age distribution of the U.S. will look like that of Florida today. We will analyze the underlying demographic trends, the economic status of the aged, the fiscal challenge of an aging society, public policies (especially social insurance) designed to assist older Americans, the impact of public policy on individual behavior, and proposals for reform.
Joseph Quinn

EC 261 Money, Banking, and Financial Markets (Fall/Spring: 3)
Prerequisites: EC 131 and EC 132
Not open to students who have completed EC 361. Cannot be taken concurrently with EC 361.

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.
Hossein Kazemi

EC 273 Development Economics (Spring: 3)
Prerequisites: EC 131 and EC 132
Not open to students who have completed EC 374 or EC 375.

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences. Finally, we will discuss aid and the international institutions.
Scott Fulford

EC 275 Economic Development: The Experience of El Salvador (Spring: 3)
Prerequisites: EC 131 and EC 132
Enrollment limited. Significant writing/research component.
Fulfills Cultural Diversity Core requirement.

This is a service-learning course designed to introduce students to the phenomenon of economic development in the context of El Salvador. The first part is a survey of historical, social and economic issues. Students are then **required** to spend their spring break working in El Salvador and attending lectures at the University of Central America.
Richard McGowan, S.J.

EC 278 Environmental Economics (Fall/Spring: 3)
Prerequisite: EC 131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.
Bani Ghosh (Fall)
Frank Gollop (Spring)

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
The Department

EC 308 Game Theory in Economics (Fall/Spring: 3)
Prerequisite: EC 201 or EC 203

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.
Hideo Konishi (Fall)
Christopher Maxwell (Spring)

EC 311 Mathematics for Economists (Fall: 3)
Prerequisites: Calculus I, EC 201 (EC 203), and/or EC 202 (EC 204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.
Christopher Maxwell

EC 327 Financial Econometrics (Spring: 3)
Prerequisites: EC 228 or equivalent and Calculus I.
Enrollment limited. Significant writing/research component.

This course extends EC 228 to present panel data models, selected topics in time series analysis, and limited dependent variable models. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.
Christopher Baum

EC 329 Decisions: Theory and Experiments (Fall: 3)
Prerequisite: EC 201 or EC 203

In this course we will cover some of the experimental literature concerning individual and social decision making under uncertainty. Such experiments were done by psychologists and by economists to challenge the standard notions of rationality used by economists. We will discuss some of the theoretical responses to these experiments and see how the concept of rational behavior changed to accommodate some of the experimental data.
Uzi Segal

EC 338 Law and Economics (Fall/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).
James Dalton

EC 340 Labor Economics (Fall/Spring: 3)
Prerequisite: EC 201 or EC 203 (may be taken concurrently)

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.
Francis McLaughlin

EC 345 Labor Relations and Human Resources (Fall: 4)
Richard Zaiger

EC 352 Economics of the Firm (Spring: 3)
Prerequisite: EC 201 or EC 203

This course examines the economics of the firm. We will cover both the major motivations for the existence of firms in a market economy, as well as the detailed analysis of firm behavior. The analysis will be formal and utilize concepts and techniques from intermediate microeconomics. Topics include oligopoly competition, collusion, price discrimination, product differentiation, advertising, and entry and exit.
Andrew Beauchamp

EC 355 Topics and Case Studies in Antitrust Law and Economics (Spring: 3)
Prerequisites: EC 201 or EC 203 and EC 151 or EC 155
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 (Spring: 3)
Prerequisite: EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.
Hossein Kazemi

EC 363 Micro Public Policy Analysis (Spring: 3)
Prerequisite: EC 201 or EC 203
Enrollment limited
Significant writing/research component.

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference.
Joseph Quinn

EC 365 Public Finance (Spring: 3)
Prerequisite: EC 201 or EC 203 (may be taken concurrently)

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.
Anthony Laramie

EC 370 Sports Economics (Fall/Spring: 3)
Prerequisites: EC 201 or EC 203 and EC 228 and/or EC 327
Enrollment is limited. Significant writing/research component.
This is not a sports history or trivia class.

This applied economics course explores various aspects of the economics of sports and sports leagues. The focus of the course is empirical analysis and features extensive application of econometric and statistical methods. Topics include the business and economics of professional team sports and sports broadcasting, analysis of competitive balance policies, and player relations issues including analysis of the drivers of players' salaries. If time permits, we will also consider the public finance aspects of sports teams and stadium financing, antitrust issues, and issues in collegiate sports.
Christopher Maxwell

EC 372 International Finance (Fall: 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 374 Development Economics and Policy (Fall: 3)
Prerequisites: EC 201 or EC 203 and EC 202 or EC 204
Cross Listed with IN 374
Enrollment limited. Significant writing/research component.

The purpose of this course is to understand the lives of the poor and the economies of poor countries in order to understand what—if anything—can be done to improve their lives. We will examine various theories of why some countries and groups are rich while others are not, with emphasis on understanding what changes might occur to promote development. We will consider what might be holding the poor back including: lack of infrastructure and capital, population growth, lack of education, poor health, corruption, and institutional impediments such as poorly developed or tightly constrained markets.
Scott Fulford

EC 375 Economic Growth and Development (Fall: 3)
Prerequisites: EC 201 or EC 203 and EC 202 or EC 204

This course surveys the field of economic growth and development. The course is designed primarily for economics majors, but is also appropriate for international studies majors and other students seeking an understanding of growth and development. We will study the underlying determinants economic growth, including factor accumulation and technological progress. We also will explore how political and social institutions influence the process of economic development. Our goal is to explain why some countries experience rapid increases in their standard of living while others do not. A central feature will be the role policy plays in affecting economic success or failure.
Robert Murphy

EC 377 World Economy: Gold Standard to Globalization (Spring: 3)
Prerequisite: EC 202 or EC 204. Recommended: EC 201 or EC 203. Any previous exposure to international economics would be helpful, with EC 372 or EC 271 more so than EC 371.

This course explores the history and functioning of international monetary arrangements and economic relations from the early twentieth century to the present day. The course will explore these questions by combining history, political economy, and economic theory.
Fabio Ghironi

EC 378 Behavioral Economics (Spring: 3)
Prerequisite: EC 201 or EC 203
Donald Cox

EC 385 Health Economics (Fall: 3)
Prerequisite: EC 201 or EC 203

The purpose of this course is to demonstrate how economists think about and analyze health and medical care issues. The course emphasizes the distinction between health as an output and medical care as one input into the production of health. This distinction leads to a discussion of models of the production of health, demand for health and demand for medical care. Specific topics include economic, social, and demographic factors determining the demand for medical care, production and supply of various kinds of medical care services, financing of medical care services and alternative systems of health care delivery and financing.
Louis Esposito

EC 399 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
The Department

EC 435 Capstone: Business as a Calling (Spring: 3)
Prerequisite: EC 131
Cross Listed with UN 535
Open to any student who has taken EC 131.
Enrollment limited. Significant writing/research component.
Does not count as an economics elective.

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 Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.
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)

Required of all seniors seeking a degree with Scholar of the College status.
The Department

English

Faculty

Leonard R. Casper, *Professor Emeritus;* A.B., A.M., Ph.D., University of Wisconsin
Kristin Morrison, *Professor Emeritus;* A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University
Richard Schrader, *Professor Emeritus;* A.B., Notre Dame University; A.M., Ph.D., Ohio State University
E. Dennis Taylor, *Professor Emeritus;* A.B., College of the Holy Cross; A.M., Ph.D., Yale University
John J. Fitzgerald, *Associate Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Fordham University
Joseph A. Longo, *Associate Professor Emeritus;* B.S., M.Ed., A.M., Ph.D., Rutgers University
John F. McCarthy, *Associate Professor Emeritus;* A.B., Harvard University; A.M., Ph.D., Yale University
Daniel McCue, Jr., *Associate Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Columbia University
Andrew J. Von Hendy, *Associate Professor Emeritus;* A.B., Niagara University; A.M., Ph.D., Cornell University
John L. Mahoney, *Rattigan Professor Emeritus;* A.B., A.M., Boston College; Ph.D., Harvard University
Rosemarie Bodenheimer, *Professor;* A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College
Mary Thomas Crane, *Thomas F. Rattigan Professor;* Chairperson of the Department; A.B., Harvard College; A.M., Ph.D., Harvard University
Elizabeth Graver, *Professor;* B.A., Wesleyan University; M.F.A., Washington University
Dayton W. Haskin, *Professor;* A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University
Elizabeth Kowaleski Wallace, *Professor;* B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University
Paul Lewis, *Professor;* A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire
Robin R. Lydenberg, *Professor;* A.B., Barnard College; A.M., Ph.D., Cornell University
Paul Mariani, *University Professor of English;* B.A. Manhattan College; M.A., Colgate; Ph.D., CUNY
Suzanne M. Matson, *Professor;* B.A., Portland State University; M.A., Ph.D., University of Washington
Philip T. O'Leary, *Professor;* A.B., College of the Holy Cross; Ph.D., Harvard University
Frances L. Restuccia, *Professor;* B.A., M.A., Occidental College; Ph.D., University of California at Berkeley
Alan Richardson, *Professor;* A.B., Princeton University; A.M., Ph.D., Harvard University
Carlo Rotella, *Professor;* B.A., Wesleyan University; M.A., Ph.D., Yale University
Maxim D. Shrayer, *Professor;* B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
Laura Tanner, *Professor;* B.A., Colgate University; Ph.D., University of Pennsylvania
Christopher P. Wilson, *Professor;* A.B., Princeton University; Ph.D., Yale University
Judith Wilt, *Professor;* Newton College Alumnae Chair in Western Culture; A.B., Duquesne University; Ph.D., Indiana University
Caroline Bicks, *Associate Professor;* A.B., Harvard University; Ph.D., Stanford 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; M.Phil., University of Oxford; Ph.D., Harvard University
Robert L. Chibka, *Associate Professor;* B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University
Paul C. Doherty, *Associate Professor;* A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri
Rhonda Frederick, *Associate Professor;* B.A., M.A., Ph.D., University of Pennsylvania
Marjorie Howes, *Associate Professor;* B.A., University of Michigan; Ph.D., Princeton University
Robert Kern, *Associate Professor;* A.B., City College of New York; A.M., Ph.D., Harvard University
Christina Klein, *Associate Professor;* B.A., Wesleyan University; Ph.D., Yale University
Paula Mathieu, *Associate Professor;* B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago
James Najarian, *Associate Professor;* B.A., M.A., M.Phil., Ph.D, Yale University

Kevin Ohi, *Associate Professor;* B.A., Williams College; M.A., Ph.D., Cornell University
Kalpana Seshadri, *Associate Professor;* B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University
James Smith, *Associate Professor;* B.A., M.A. University College, Dublin; Ph.D., Boston College
Andrew Sofer, *Associate Professor;* B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D, University of Michigan, Ann Arbor
Min Song, *Associate Professor;* A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University
Robert Stanton, *Associate Professor;* B.A., M.A., Ph.D., University of Toronto
Laurence Tobin, *Associate Professor;* B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire
James D. Wallace, *Associate Professor;* B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University
Cynthia Young, *Associate Professor;* B.A. Columbia University; Ph.D., Yale University
Lisa Fluet, *Assistant Professor;* B.A., College of the Holy Cross; Ph.D., Princeton University
Maia McAleavey, *Assistant Professor;* B.A., Stanford University; M.A., Ph.D., Harvard University
John Anderson, *Adjunct Associate Professor;* B.S., University of Colorado; M.A., Ph.D., Boston College
Eileen Donovan-Kranz, *Adjunct Associate Professor;* B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst
George O'Har, *Adjunct Associate Professor;* B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology
Christopher Boucher, *Adjunct Assistant Professor;* B.A., Brandeis University; M.F.A. Syracuse University
Lori Harrison-Kahan, *Adjunct Assistant Professor;* A.B., Princeton University, M.A., M.Phil., Ph.D., Columbia University
Thomas Kaplan-Maxfield, *Adjunct Assistant Professor;* B.A., M.A.,University of Massachusetts, Boston; Ph.D., Boston College
Joseph Nugent, *Adjunct Assistant Professor;* B.A. University of California, Berkeley; Ph.D., University of California, Berkeley
Ricco Villanueva Siasoco, *Adjunct Assistant Professor;* B.S., Boston University; M.F.A., Bennington College
Susan Roberts, *Adjunct Senior Lecturer;* B.A., St. Michael's College; M.A., Boston College
Bonnie K. Rudner, *Adjunct Senior Lecturer;* B.A., Rutgers University; M.A., Boston College
Treseanne Ainsworth, *Adjunct Lecturer;* Assistant to the Chair; B.A., M.A., Boston College

Contacts

- Administrative Assistant: Linda Michel, 617-552-3708, michelli@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
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- www.bc.edu/english

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature 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 Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

EN 080-084 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 five 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.

English for Foreign Students

The department offers core level courses in language and literature for foreign students. These classes require exam placement for registration. Interested students should contact the English Department for exam dates and locations.

Major Requirements: Class of 2014 and Following

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 3-credit Core courses, students must take 30 credits (in the form of ten, 3-credit courses) from the Department's offerings. These must include Studies in Poetry (3 credits) and Narrative and Interpretation (3 credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are nine credits that must include:

- Three credits in pre-1700 English or American Literature
- Six credits in pre-1900 English or American Literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry.

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the 30 or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies 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.

Major Requirement: Classes of 2011, 2012, and 2013

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:

- one course in pre-1700 British or American literature
- two 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.

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 (for the class of 2014 and after, six credits) taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

- **Minor Requirements: Class of 2014 and Following:**
  Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments.
  Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies.
  In the fall of the senior year each student must take the elective designated as the American Studies senior seminar for that year.
  Also, EN 277 Introduction to American Studies, is strongly recommended for minors, but not yet required.
- **Minor Requirements: Classes of 2011, 2012, and 2013:**
  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 in a common area of concentration chosen by the student in consultation with the director of American Studies.
  In the fall of the senior year, each student must take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotellca@bc.edu, 617-552-3191) or visit the American Studies website at www.bc.edu/amstudies.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

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 Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- For the classes of 2011, 2012, and 2013, the creative writing concentrator undertakes a twelve-course English major instead of the usual ten courses. At least three of these courses must be writing workshops in any genre, selected with the help of the student's Concentration advisor.
- For the class of 2014 and beyond, working within the credit-based system, requirements change as follows: The creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's Concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wishing to declare should see Treseanne Ainsworth in Carney 444, treseanne.ainsworth.1@bc.edu.

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:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth, Assistant to the Chairperson, in Carney 444.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages and Literatures, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester (six credits, for the class of 2014) from an English speaking country and one course per semester (three credits, for the class of 2014) from a non-English speaking country may be counted for major credit. These courses may be historical requirements or 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 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW),

University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, and NUI Galway, and University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

Advanced Seminars

Advanced seminars are designed for English majors who want to pursue a topic or field in more depth than is possible in larger electives. The advanced seminar, with its small class size and intensive focus, is designed to foster an intimate learning community where students are encouraged not only to study an issue intensively but also to engage actively in intellectual exchange with a faculty member and a select group of committed peers. These courses are intended mainly for juniors, seniors, and students are required to have completed both Studies in Poetry and Narrative and Interpretation and at least one additional elective before taking an advanced seminar. Students should expect to produce a longer seminar research paper (15-20 pages) as well as one or more shorter papers and make at least one oral presentation. Students who intend to apply to graduate school in English are strongly urged to take at least one advanced seminar.

Undergraduate Course Offerings

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

EN 009 First Year Writing Seminar for English Language Learners (Fall/Spring: 3)
Satisfies Writing Core Requirement

This course is designed for students whose first language is not English. It focuses on the academic writing skills that are necessary for content courses. Students will read and respond to literary works and gain practice in the writing of academic essays, focusing on a range of English rhetorical styles. Attention to skills such as paraphrase, summary, and critical synthesis will be explored in class. English grammar is taught in the context of the readings and student-generated writing. This course may be taken in place of First Year Writing Seminar (EN 010).
Lynne Anderson
Brian Keyes

EN 010 First Year Writing Seminar (Fall/Spring: 3)
Limited to 15 students.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose.
The Department

EN 052 Introductory College Writing (Fall: 4)
Elisabeth Brink

EN 079 Literary Forms for English Language Learners (Spring: 3)
Satisfies Literature Core Requirement

This course is designed specifically for students whose first language is not English. Students will gain awareness of form and genre as significant factors in the experience of reading literature. Formal genres such as the short story, drama, and poetry will be explored. Course readings will include examples of each from different literary periods to study variety and development. This course may be taken in place of EN 080.
Lynne Anderson

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 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 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 083 Literature: Traditions and Counter Traditions (Fall/Spring: 3)
Satisfies Literature Core Requirement

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 084 Literatures of the World (Fall/Spring: 3)
Satisfies Literature Core Requirement
Conducted in English.

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.
The Department

EN 093-094 An Introduction to Modern Irish I and II (Fall/Spring: 3)

The Irish language in its cultural environment: a course for total beginners. Over the course of the semester, we'll aim to develop conversational and compositional skills and, in particular, your ability to read Irish prose and poetry. Texts and lectures will also introduce you to major themes in Irish history and culture associated with the rise and fall of Gaelic over the centuries.

Joseph Nugent

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 various genres. With the skills we developed in An Introduction to Modern Irish, we'll progress towards further vocabulary and work especially to improve our abilities with translation of modern poetry and prose.

Joseph Nugent

EN 101 Celtic Heroic Age (Spring: 3)
Fulfills the pre-1700 requirement.

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material; mythological survivals; the heroic worldview and value system; the nature of insular Celtic kingship; and the role of women in the heroic literature.

Philip O'Leary

EN 123 Language and Ethnicity (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Margaret Thomas

EN 125 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with HS 148, SC 225
Fulfills Women Writer's requirement for EN/LSOE majors.

See course description in the History Department.

Ellen Friedman

EN 131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

The Department

EN 133 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 the character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

EN 141 American Literary History I (Spring: 3)
Students need not take these courses in chronological order.
Fulfills the pre-1900 requirement.

From Anne Bradstreet's meditation on the burning of her house to Thoreau's determination to simply his life, from Frederick Douglass' denunciation of slavery to the troubling passivity of Melville's *Bartleby*—this course provides an overview of American literary history between the landing of the *Mayflower* and the start of the Civil War. In addition to those already mentioned, writers studied will include Mary Rowlandson, Edward Taylor, Olaudah Equiano, Benjamin Franklin, Nathaniel Hawthorne, Susanna Rowson, and Walt Whitman.

Paul Lewis

EN 142 American Literary History II (Fall: 3)
Fulfills pre-1900 requirement.

The seventy-five years following the American Civil War defined the era when transformative changes in U.S. culture—the demise of the slave system and the rise of segregation; the emergence of corporate society and successive waves of immigration; new experimentation in the arts; new roles for women and new ideas imagined for reordering society—transformed the face of American writing. Through interdisciplinary lectures on historical and biographical background, and close discussions on authors like Mark Twain, Theodore Dreiser, Charlotte Perkins Gilman, Sui Sin Far and others, this course provides an introduction to the emergence of modern American writing.

Christopher Wilson

EN 143 American Literary History III (Spring: 3)
Non majors welcome, especially suited for American Studies minors.

This course will provide an introductory overview of literature written in America from the first world war to the present. We will contextualize specific literary works within historical, cultural and aesthetic frameworks, focusing on the literary periods of modernism and postmodernism. The class will focus on novels by Hemingway, Fitzgerald, Larsen, Faulkner, DeLillo, and perhaps Morrison. We will also read selected short fiction, one or two plays, and poetry by Eliot, Stevens, Ginsberg, and others.

Laura Tanner

EN 170 Introduction to British Literature and Culture I (Fall: 3)
Fulfills the pre-1700 requirement.

This course, along with Introduction to British Literature and Culture II, given the following semester, will offer an historical survey of British literature from Beowulf to the present. This first part will cover the Middle Ages, Renaissance, Restoration, and earlier eighteenth-century literature, offering a basic map of British literature and culture as they developed during these periods and introducing the major authors, cultural themes, as well as lesser known authors and historical background.

Robert Stanton

EN 171 Introduction to British Literature and Culture II (Spring: 3)
Fulfills the pre-1900 requirement.

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which were written.

John Anderson

EN 172 The City in Literature and Film (Fall: 3)

Carlo Rotella

EN 175 Jewish Writers in Russia and America (Fall: 3)
Cross Listed with SL 375

The experience of Jewish writers living in Russia and America from the 1880s until the present, examined through prose, poetry, drama, and memoirs written in English or translated into English from Russian, Yiddish, and Hebrew. The responses of Jewish writers to Zionism, the Russian Revolution, and the Holocaust with attention to anti-Semitism, emigration, limits of assimilation, and the future of Jews in Russia and America. The works of authors such as An-sky, Babel, Bagritskii, Bellow, Bialik, Erenburg, Malamud, Arthur Miller, Ozick, Philip Roth, Sholom Aleichem, and others.
Maxim D. Shrayer

EN 201 Versions in Black: Genres of Black Women's Writing (Fall: 3)
Cross Listed with BK 201
Satisfies Cultural Diversity Core Requirement

The phrase "Black Women's Writing" implies that such literature is homogeneous and can be neatly represented. Our course constitutes itself against this idea. Rather than experiencing writing by black women as an easily definable "type," this class presents it as diverse, complicated, and contradictory. By so reading, discussing, and writing about these works, students will be encouraged to examine and reexamine notions of race, gender, and history. Significantly, we will deconstruct "Black Women's Writing" by examining the various genres these writers use to express their imaginings, specifically: fantasy, mystery, and experimental novels; drama; poetry; and autobiography.
Rhonda Frederick

EN 220 Classical Mythology (Fall: 3)
Cross Listed with CL 230

See course description in the Classical Studies Department.
Meredith Monaghan

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 Department

EN 227 Classics/Russian Literature-English (Fall: 3)
Cross Listed with SL 222

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

EN 229 Literature of the Other Europe (Fall: 3)
Cross Listed with SL 232

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

EN 237 Studies in Children's Literature: Disney and the Wondertale (Spring: 3)

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King, Aladdin, Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights, Hamlet*, tales about Pocahontas, *Bible* stories about Moses, *Exodus*, etc.) and secondary studies.
Bonnie Rudner

EN 241 Playwriting (Fall: 3)
Cross Listed with CT 384

See course description in the Theatre Department.
Scott T. Cummings

EN 246 Introduction to Asian American Literature (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course is a broad introduction to Asian American literature, criticism, and culture. This means that we will read at least one book-length work from each of the following ethnic groups: Filipino, Japanese, Chinese, Korean, South Asian, and Vietnamese. Readings and discussion are also designed to provide a strong historical approach that allows us to explore the development of this literature, and its responsiveness to social contexts.
Min Song

EN 249 Contemporary Theatre and Drama (Spring: 3)
Cross Listed with CT 368

Offered Biennially

See course description in the Theatre Department.
Scott T. Cummings

EN 255 Introduction to Post-Colonial Literature (Spring: 3)
Cross Listed with BK 254
Satisfies Cultural Diversity Core Requirement

This is a course in the politics and literature of colonial domination. Questions we will pose this semester include: What is a people? What is a nation? What are the political and economic outcomes of colonial domination? How does the asymmetrical arrangement of political power, civil rights, and opportunities under colonialism affect colonizers and the colonized? How should we understand contemporary phenomena such as terrorism, the permanent war on terror, the urgency of human rights, and grassroots social movements organized by the urban and rural poor against big business and international capitalism in relation to colonial practices?
Kalpana Seshadri

EN 261 Writing The Self (Spring: 3)
Fulfills the pre-1700 requirement.

This course examines the emergence of a variety of modes of "life writing" in the sixteenth and seventeenth centuries. How did early modern notions of "self" emerge alongside of (and sometimes as a consequence of) the genres which gave them form? Diaries, speeches and plays will be read alongside of portraits, films, and selections from modern criticism and biography. The "lives" studied may include Anne Askew, Thomas More, Elizabeth I, Anne Clifford, Margaret Cavendish, and Samuel Pepys.
Amy Boesky

EN 267 Modern German Novels in Translation (Fall: 3)
Cross Listed with GM 224

See course description in the German Studies Department.
Monika Totten

EN 272 The Short Story Tradition (Fall: 3)

In this class we will read short stories written by some of the most important writers in this genre. The authors will be selected from this list: Anton Chekhov, James Joyce, Franz Kafka, Ernest Hemingway, Italo Calvino, Flannery O'Connor, William Trevor, and Alice Munro.
Paul Doherty

EN 277 Introduction to American Studies (Spring: 3)

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others. Members of the American Studies faculty will present guest lectures to highlight various aspects of the field.

Lori Harrison-Kahan

EN 288 God and the Imagination: Epitaphs for the Journey (Fall: 3)

A radically new course of readings dealing with the final questions of death, annihilation, tallies and losses, and the things that remain: love, faith, justice, hope, the endless questioning, the endless quest. Selections will range from Biblical texts to Dante's *Hell* and *Purgatory,* the Metaphysicals, Hopkins, Rosenberg and Owen on the horrors of war, the Hell Variations offered by poets like Hardy, Larkin, Hecht, Hart Crane, Berryman, Plath and Sexton, through the purgatorial ascent of T.S. Eliot, Thomas Merton, Flannery O'Connor, Seamus Heaney, William Carlos Williams, Wallace Stevens, Cormac McCarthy, and a number of new voices in poetry.

Paul Mariani

EN 301 Literature of the Beat Generation (Spring: 3)

This course will examine the work of the mid-twentieth century writers known as "The Beats"—Jack Kerouac, Allen Ginsberg, William S. Burroughs, Diane di Prima, Gary Snyder and others. Over the course of the semester we'll analyze these writers' aesthetic principles and study the cultural atmosphere in which the "Beat Generation" was born. To what, we'll ask, do we attribute these works' thematic concerns and stylistic traits? What led Kerouac to hit the road, and Ginsberg to howl?

Christopher Boucher

EN 309 James Joyce (Fall: 3)

This class will engage in a deep exploration of James Joyce's *Ulysses*, perhaps the most exciting twentieth-century novel that an adventurous student might undertake. I'm particularly interested in applying topographical and phenomenological notions such as "cityscape" and "sensescape" to Dublin on the edge of modernity. This highly interactive class will attract motivated students from across disciplines. In it we'll employ various technologies to retrace the space and time traversed by Stephen Dedalus and Leopold Bloom through the realm of the five senses.

Joseph Nugent

EN 310 Shakespeare (Fall: 3)
Fulfills the pre-1700 requirement.

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays.

Andrew Sofer

EN 318 Nineteenth-Century American Poetry (Spring: 3)
Fulfills the pre-1900 requirement.

A study of the four major canonical figures of nineteenth-century American poetry—Emerson, Poe, Whitman, and Dickinson—with briefer consideration of such "fireside" poets as Bryant, Longfellow, and Whittier, and some of the popular women poets, especially Lydia Sigourney.

Robert Kern

EN 321 Literary Monsters (Fall: 3)

Dracula and Frankenstein's creation may come to mind when thinking about monsters in English literature. But what exactly are they? Why do such horrific creatures exist in literature? What were the contexts that may have informed their inceptions? How have previous views regarding monsters influenced how we think of monsters and use the term "monster" today? This course will focus mostly on nineteenth-early twentieth century monsters in English literature. We will contemplate the defining of "monster" and will examine figures that are debatably monsters. Texts may include *Dracula, Frankenstein, The Picture of Dorian Gray, Psycho,* "The Body Snatcher," and "Circumstance."

Katherine Ki

EN 326 Shakespeare I: Comedies and Histories (Fall: 4)

Maureen MacDonald

EN 333 British Modernism (Fall: 3)

What do we mean by "modernism"? Why has this term been so essential to organizing our knowledge of literature produced in the twentieth century? And, why do we further distinguish between "British" and other modernisms? Authors to be considered: Joseph Conrad, H. G. Wells, Virginia Woolf, Rebecca West, T. S. Eliot, Graham Greene, Katherine Mansfield, George Orwell.

Lisa Fluet

EN 337 Victorian Marriage/Victorian Sex (Fall: 3)

The Victorian Period may call to mind romantic novels culminating in marriage and strict gender roles. Yet this period also saw rampant prostitution, feminist agitation for rights, and debates over competing masculinities. This course explores the interrelation between the literary form of the novel and Victorian debates about gender and sexuality. Our focus will be five works of fiction: Brontë's *Jane Eyre,* Dickens's *Great Expectations,* Braddon's *Lady Audley's Secret,* Hardy's *Tess of the D'Urbervilles,* and Doyle's "The Man with the Twisted Lip."

Maia McAleavey

EN 340 Milton (Fall: 3)
Fulfills pre-1700 requirement.

Readings in Milton's English poetry (and occasionally his political writings), with emphasis on *Lycidas, Paradise Lost*, and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, Biblical, English) against which Milton was writing and the personal and political imperatives felt by writers—and readers—during the English Revolution and after its failure.

Dayton Haskin

EN 341 Fictions of Empire (Spring: 3)

A study of novels about British colonialism in India and Africa between 1890 to 1980. We will watch certain story patterns that developed as ways of framing and containing cultural conflict, both between races and within individuals living in colonial contexts. Readings will include novels and stories by English, Indian and African writers writing in English: Rudyard Kipling, E.M. Forster, Khushwant Singh,

Joseph Conrad, Ngugi Wa Thiong'o, Chinua Achebe, George Orwell, and Nadine Gordimer, among others. The course will include discussions of colonial history and some attention to theories of colonial power and resistance by Albert Memmi and Franz Fanon.
Rosemarie Bodenheimer

EN 348 Modern Middle Eastern and Arabic Literature (Spring: 3)
Cross Listed with SL 148
Satisfies Cultural Diversity Core Requirement

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

EN 349 Irish Literary Revival (Fall: 3)
Fulfills pre-1700 requirement.

This course will explore the literary forms of devotion in early modern England, primarily in the shape of the religious lyric and the spiritual autobiography. How does the lyric "I" become repositioned in a poem addressed to God? How do the politics and poetics of devotion overlap during the turbulent years of the seventeenth century? What traditions and counter traditions were these writers drawing upon? Writers whose works we will be examining will most likely include John Donne, George Herbert, Henry Vaughan, Richard Crashaw, Aemilia Lanyer, John Bunyan, Anna Trapnel, and John Milton.
Marjorie Howes

EN 351 British Romantic Poetry (Fall: 3)
Fulfills the pre-1900 requirement.

In this course we will read and discuss the poetry of Burns, Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism and the New Historicism, that bring out the cultural, social, and historical contexts of the poems.
Alan Richardson

EN 388 Autobiography (Fall: 3)

This course will focus on the tensions that inevitably arise in an autobiographical text between art and "truth," imagination and memory, narrative constraints and chronological time. In exploring those tensions, we will look at the origins of personal narrative, historical developments in the understanding of the self, and traditional as well as experimental forms of autobiographical writing. We will also explore the blurred boundaries that autobiography and memoir with journalism, biography, and fiction. Writers will include Montaigne, Virginia Woolf, Malcolm X, Annie Dillard, Nick Hornby, and others.
Laurence Tobin

EN 392 Syntax and Semantics (Fall: 3)
Cross Listed with SL 344

An introduction to the concepts and operations of modern generative grammar and related models, and linguistic theories of meaning.
Claire Foley

EN 393 Jane Austen and Her Contemporaries (Spring: 3)
Satisfies the pre-1900 requirement.
Satisfies the Women Writers requirement for LSOE.

In this class, we will read Jane Austen's six major novels through the lens of new historicism. Thinking about literature as social process, we will discuss the cultural work done by Austen and other writers of her era, such as Frances Burney, Maria Edgeworth, and Mary Wollstonecraft.
Beth Kowaleski Wallace

EN 394 Psychoanalysis and Literature (Fall: 3)

In this course we will explore the intersection of psychoanalysis and literature by studying both psychoanalytic approaches to narrative fiction and the use of narrative techniques in theoretical and clinical psychoanalytic material. Our primary readings will include texts by Freud and Lacan as well as several literary works they discuss in detail. Secondary criticism responding to their work will bring us into contact with a wider range of psychoanalytic and other theoretical approaches as we explore a range of issues in dream interpretation, case studies, literary interpretation, and art criticism.
Robin Lydenberg

EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.
The Department

EN 421 Charlotte Brontë and the Twentieth Century Novel (Spring: 3)

In this course, we'll be exploring the enduring life of Charlotte Brontë's novel *Jane Eyre* in a variety of twentieth-century and contemporary critical contexts. We'll be discussing both the background to the initial novel, and the many "rewrites" it has inspired, from novelists as diverse as Miles Franklin, Jean Rhys, Daphne du Maurier, Jeannette Winterson, and from filmmakers like Jacques Tourneur and Alfred Hitchcock.
Lisa Fluet

EN 469 Imagining Places in the Early Modern World (Spring: 3)

From New World expeditions, to the growing London metropole, to the worlds seen through Galileo's telescope, the early modern world experienced an explosion of places that sparked the English literary imagination. In this course we will explore this rich literature of imaginative places that includes utopias, descriptions of the New World, plays and closet dramas, romances, and even the newly charted world of the body in medical writing. Readings may include selections from: More's *Utopia*, Spenser's *Faerie Queen*, Shakespeare's *The Tempest*, Sir Walter Raleigh's *Guiana*, Hooke's *Micrographia*, Behn's *Oronooko*, books of *Paradise Lost*, and others.
Alice Waters

EN 472 Contemporary American Short Fiction (Spring: 3)

In this course, we will pay rigorous attention to the short story form by reading a range of contemporary American stories and critical/theoretical essays. Texts may include work by Donald Barthelme, Jhumpa Lahiri, Gish Jen, Edward P. Jones, Lorrie Moore, and George Saunders. What, we will ask, historically constitutes the short story form and how do these writers draw on or push the boundaries? How do issues of class, gender, sexual, ethnic, national, and transnational identity come into play?
Elizabeth Graver

EN 478 Poe and the Gothic (Spring: 3)
Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto* to "The Yellow Wallpaper" and beyond. In addition to Poe, we will read work by some of the following writers: Horace Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft and Stephen King.
Paul Lewis

EN 481 Woolf and Hemingway (Spring: 3)

Writing at the same time, living lives of great achievement punctuated by episodes of madness culminating in suicide, embodying revolutions in literary style, Virginia Woolf and Ernest Hemingway defined and dramatized the dilemmas of modern manhood and womanhood as memorably as any figures of the twentieth century. Contrasts between the two leap first to the eye; startling and fertile comparisons exist too. Readings: Hemingway's *In Our Time*, *The Sun Also Rises*, *A Moveable Feast*, *The Old Man and the Sea*, *The Gates of Eden*; Woolf's *The Voyage Out*, *Mrs. Dalloway*, *A Room of One's Own*, *The Waves*, and *Between the Acts*.
Judith Wilt

EN 482 African American Writers (Spring: 3)
Cross Listed with BK 410
Satisfies Cultural Diversity Core Requirement

See course description in the African and African Diaspora Studies program.
Cynthia Young

EN 484 The American Novel in the Last Century (Fall: 3)
Frances Benes

EN 487 American Modernisms (Fall: 3)

This course will explore the narrative and poetic strategies that writers between the first and second world wars employ to represent issues including family, space, objects, trauma, war, commodity culture, gender, race and class. As we explore the role of literature in picking up the pieces of American life after the First World War, we will focus on the way in which modern poets and novelists come to view the relationship between language and lived experience. The class will focus on a range of writers including Faulkner, Hemingway, Fitzgerald, Hurston, Larsen, Stein, Eliot, Williams, Stevens, and West.
Laura Tanner

EN 491 Eighteenth-Century Comic Constructions (Spring: 3)
Fulfills the pre-1900 requirement.

What does a comedy do, besides making us laugh? How does it work? How might constructing entertainments in comic modes display, hide, or reframe cultural anxieties or complacencies and contribute to shaping the no-less-constructed social world outside the text? We'll encounter a variety of silly, sophisticated, sententious, salacious, scathing, scintillating plays and novels produced during a period when comedy flourished in both genres. Along with short readings in comic theory, we'll scrutinize works by the likes of Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, and Sheridan.
Robert Chibka

EN 492 Queer Origins (Fall: 3)

How have thinkers responded to the question of queer origins? We will look at three overlapping categories: etiological accounts of the origin of homosexuality (Freud; physiological, biological, and environmental theories of sexuality; sexology; theories of gay desire by apologists, activists, and the (often, violently) disapproving); mythological and philosophical accounts of desire (Plato's *Symposium* and *Phaedrus*, Narcissus, Orpheus, Oedipus, Deleuze, queer theory); and literary representations of gay initiation, seduction, and origination (including works by Shakespeare, Swinburne, Wilde, Proust, Nabokov, and contemporary queer writers). To take the course without its title appearing on your transcript, contact the instructor for alternative registration options.
Kevin Ohi

EN 495 Asian Cinema (Spring: 3)

This class explores recent films from China, Hong Kong, South Korea, Japan, India, and Southeast Asia. These films will be approached through a variety of critical perspectives, including formalism, auteurism, and historicism. We will watch art films, commercial films, and films that fall between these two categories. We will ask how Asian film industries have been affected by globalization and how national cinemas are becoming increasing transnational. There will be a weekly film screening on Tuesday nights. Movies may include: *Beijing Bicycle, In the Mood for Love, Lagaan,* and *Spirited Away*.
Christina Klein

EN 498 Shakespeare and Marlowe (Spring: 3)

A comparative study of these two early modern writers with a focus on ways in which biographical narratives are often enlisted to explain and manage the interpretation of their works. In addition to reading recent biographies of Shakespeare by Stephen Greenblatt and of Marlowe by David Riggs, we will explore both problem dramas and erotic poems that teachers and editors have found to be sources of extraordinary self-revelation, and sometimes of embarrassment.
Dayton Haskin

EN 518 Reading Irish Childhood (Spring: 3)

Why study Irish childhood now? Representations of the child dominate recent Irish culture, from Oscar winning movies, to Pulitzer winning memoirs, and Booker winning novels. This course evaluates this cultural turn. It examines how understandings of the Irish child change over time. It investigates the relationship between children and nation. It asks how nostalgia and memory frame childhood. It considers education, play, adoption, child abuse, and institutionalization. Texts include Yeats' "Prayer for my Daughter," Joyce's *Dubliners*, novels by Kate O'Brien, Roddy Doyle, and Anne Enright, memoirs by Frank McCourt and Julia O'Faolain, films including *The Butcher Boy* and *In America.*
James Smith

EN 527 General Linguistics (Fall: 3)
Cross Listed with SL 311

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

EN 529 Shakespeare: Later Plays (Fall: 3)

This is a course in Shakespeare's later plays and the culture within which they were written and performed. Plays include *Hamlet*, *Macbeth*, *Antony and Cleopatra*, *Othello*, *All's Well that Ends Well*, and *The Winter's Tale*.
Caroline Bicks

EN 550 Advanced Nonfiction Workshop: Writing for Magazines (Spring: 3)
Admission by permission of instructor.

Practicing and studying the craft of magazine writing, we will write and read a variety of articles—features, profiles, reviews, columns, etc.—and work on professional skills (e.g., pitching a story). Expect to write short pieces every week, workshop other students' prose every week, and write and revise two longer articles during the semester. We will also consider models provided by accomplished journalists.
Carlo Rotella

EN 551 Literary and Cultural Theory (Fall: 3)

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from the *Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.
Frances Restuccia

EN 558 Advanced Creative Nonfiction: Writing the Other/Writing the Self (Spring: 3)

Memoir writing is one of the most popular forms of creative writing today. It offers an opportunity to make sense of a thousand shards of memory and make of them a story which no one knows better than yourself. It's a chance to make sense of family, friends, adversaries, teachers, coaches, and fellow travelers on the journey, and to see them within a larger cultural and historical context. We'll look at childhood and adult relationships, the problematics of abuse, loss, desolation, and death, as well as the possibilities for growth and renewal.
Paul Mariani

EN 559 African American Writing 1860-1960 (Fall/Spring: 3)

This course is a survey of fiction, non-fiction and poetry by African American authors from the Civil War to the beginning of the Civil Rights movement. It includes W. E. B. DuBois's foundational *The Souls of Black Folk,* groundbreaking novels by Richard Wright and Ralph Ellison, searing essays by James Baldwin, and many other works by writers like Paul Laurence Dunbar, Charles Chesnutt, and Nella Larsen, representing the remarkable breadth and rich depths of accomplishment over that period.
James Wallace

EN 567 Advanced Seminar: Irish Contemporary Writing (Fall: 3)
Interested students should contact the instructor for permission to enroll. Students must have completed their pre-1700 requirement.

Cultual introversion characterized Ireland during World War II and after; but by the early 1960's *Time* magazine could report "new spirit in the oul sod." Writers had always sought radical forms to express underlying realities. Now society itself seemed intent on secularization, urbanization and an expanded role for women. However, the eruption of old conflicts in the North reminded people that not everyone was ready for change. These developments led to major works of literature. New voices were raised from within the gay and Irish-language communities; and a period of rapid globalization saw the worlding of Irish writing.
Declan Kiberd

EN 577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.
John Anderson
Andrew Sofer

EN 579 Writing Workshop: Fiction (Fall/Spring: 3)
Limited to 15 students.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.
Suzanne Berne
Robert Chibka
Elizabeth Graver

EN 583 Advanced Creative Nonfiction Workshop: Memoir and Autobiography (Fall: 3)

We will progress from writing about family background (memoir), to writing about an historical figure or someone connected to an historic event (biography), to writing about an era through exploring a particular historic moment (social history). Along the way, we will entertain practical questions involved in writing about the past as well as moral and philosophical ones.
Suzanne Berne

EN 588 Business Writing (Spring: 3)

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes and presentation materials.
Marla Derosa

EN 592 Advanced Nonfiction Workshop: Idea of Childhood (Fall: 4)
By arrangement only.
Terry Long

EN 594 Advanced Creative Nonfiction: Literary Journalism (Fall: 4)
By arrangement only.
Stephen Kurkjian

EN 600 Honors Thesis (Fall: 3)
By arrangement only.
Andrew Sofer

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)
The Department

EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Cross Listed with HS 665, SC 664
Fulfills the Women Writers requirement for EN/LSOE majors.

See course description in the History Department.
The Department

EN 608 Advanced Creative Nonfiction: Writing the Body (Fall: 3)

What does it mean to capture the experience of living in and through our bodies? This workshop will explore topics such as race, beauty, appetite and desire, regimen and renunciation, ornamentation, illness and recovery, deviation, difference, or conformity. We'll experiment with different forms for writing about the body, using as models writers such as Lauren Slater, David Eggers, David Sedaris, Ann Patchett, Lucy Grealy, Alice Sebold, Paul Monette, Elaine Scarry, and bell hooks. We'll consider problems with classifying "bodies" in particular ways, and also work with experimental prose forms, reading works by writers, artists, doctors, and patients.
Amy Boesky

EN 609 Advanced Seminar: Sensibility, Sentiment, and Sensation in the Nineteenth Century (Spring: 3)
Mia McAleavy

EN 610 Advanced Seminar: Medieval English Mystics (Fall: 3)
Prerequisite: One pre-1700 course in English.

Writings about mystical experience are among the most vivid, emotional, and controversial medieval literature. Mystics' inner lives distinguished them sharply from their fellow Christians, and their external behavior often threatened the religious and secular institutions of their day. Mysticism also provided a mode in which women could express intense devotion, a kind of selfhood, and often erotic longing. We will read English mystical writing from the eleventh to fourteenth centuries, including Richard Rolle, Walter Hilton, *The Cloud of Unknowing*, Julian of Norwich, and Margery Kempe. All texts will be read in Middle English, but no previous knowledge is required.
Robert Stanton

EN 615 Advanced Fiction Writing Workshop (Spring: 3)
Admission by permission of instructor only.
No first-year students admitted.

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 expose one's own to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.
Robert Chibka

EN 616 Advanced Seminar: Hawthorne and Melville (Fall: 3)
Interested students should contact the instructor for permission to enroll. Students must have completed their pre-1700 requirement.

Hawthorne and Melville, two great writers of the American Renaissance, were also friends and mutual inspirations. This course engages not only their important works, each in light of the other's influences, but also their correspondence, their relation to contemporary movements (e.g., Transcendentalism) and events (e. g. the Mexican War), biographical materials, and the literary-critical tradition each has generated.
James Wallace

EN 617 Advanced Poetry Workshop (Spring: 3)
Admission by permission of instructor only.

A workshop for those who already have some experience writing poetry, and who wish to work intensively on matters of craft and revision.
Suzanne Matson

EN 628 Capstone: Five Heroic Americans (Spring: 3)
Cross Listed with UN 531

See course description under University Courses.
Robert Farrell, S.J.

EN 630 Capstone: Passages (Fall: 3)
Cross Listed with UN 538

See course description under University Courses.
Robert Farrell, S.J.

EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Cross Listed with UN 544

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer, The Life of Pi, Go Tell It On the Mountain, The Bonesetter's Daughter,* and *How the Garcia Girls Lost their Accents,* and films *Thunderheart,* and *The Whale Rider.*
Dorothy Miller

EN 641 Advanced Topics Seminar: Readings in Cultural Theory (Spring: 3)
Interested students should contact the instructor for permission to enroll. Students must have completed their pre-1700 requirement.

This seminar is designed to meet the needs of students who are interested in graduate or professional school and who are seeking for that purpose an overview of the many concepts and practices of contemporary cultural and literary theory. Surveying various developments of the field during the last three decades, we'll survey Marxist, psychoanalytic, feminist, new historical, structuralist, and poststucturalist approaches to culture. Though our primary focus will be theoretical essays and books, students will also have the opportunity to apply the theories to literary and cultural texts.
Elizabeth K. Wallace

EN 652 Advanced Seminar: Bodies and Borders (Spring: 3)
Interested students should contact the instructor for permission to enroll. Students must have completed their pre-1700 requirement.

This course will focus on the question of materiality, using literary depictions of material "things" to explore topics including gender,

sexuality, trauma, technology, domesticity, ghosts and grief. We will pair literary texts from modern and contemporary writers including Virginia Woolf, William Faulkner, Toni Morrison, Marilynne Robinson and Don DeLillo with theoretical and philosophical studies of the body, objects, and space.
Laura Tanner

EN 654 Junior Honors Seminar (Spring: 3)
Permission of instructor.

This course follows British literature over a long period of imperial expansion, colonial activity, and globalization, with a concluding glance at decolonization. We read literary texts from the Renaissance through the nineteenth century considering a range of questions regarding the relations of literature and empire, colonialism and slavery. Texts include *Othello, Oroonoko, Gulliver's Travels, Frankenstein,* "Oriental" tales and antislavery poems, slave narratives by Equiano and Prince, *Heart of Darkness* and *The Mimic Men,* with selections in literary criticism and theory.
Alan Richardson

EN 661 American Studies Honors Thesis (Fall: 3)
Carlo Rotella

Undergraduate and Graduate Course Offerings

EN 121 Linguistic Structure of English (Fall: 3)
Cross Listed with ED 589, SL 323

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

EN 671 Magazine Editing and Publishing (Fall: 3)

In this course, we explore the history and contemporary state of magazines. How has the magazine evolved from its original purpose of an information clearinghouse to its modern manifestations as vehicles for opinion, advocacy, and entertainment? How does multimedia affect the magazine industry? What are the nuts and bolts of magazine editing and publishing? What defines a magazine?
Ricco Siasoco

Fine Arts

Faculty

Josephine von Henneberg, *Professor Emerita;* Doctor in Letters, University of Rome
Pamela Berger, *Professor;* A.B., A.M., Cornell University; Ph.D., New York University
Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Tufts University; M.A., Ph.D., Harvard University
Richard Blake, S.J., *Professor;* A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University
Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University
Claude R. Cernuschi, *Professor;* B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University
Jeffery W. Howe, *Professor;* A.B., Carleton 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
Kenneth M. Craig, *Associate Professor;* B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College
Stephanie Leone, *Associate Professor;* B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University
Michael W. Mulhern, *Associate Professor;* B.F.A., University of Dayton; M.F.A., Columbia University
Sheila Gallagher, *Assistant Professor;* B.A., Connecticut College; M.F.A., Tufts University
Andrew Tavarelli, *Adjunct Professor;* B.A., Queens College
Mark Cooper, *Adjunct Associate Professor;* B.S., Indiana University; M.F.A., Tufts University
Charles Meyer, *Adjunct Associate Professor;* B.A., Goddard College
Alston Conley, *Adjunct Assistant Professor;* B.F.A., Tufts University
Katherine Nahum, *Adjunct Assistant Professor;* B.A., Sarah Lawrence; M.A., Ph.D., Boston University

Contacts

- Administrative Assistant: Joanne Elliott, 617-552-8592, joanne.elliott.1@bc.edu
- www.bc.edu/finearts

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in 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 (33 credits) must be completed in the following way:

- FA 101 and FA 102 Introduction to Art History
- FA 103 or FA 104 Art History Workshop
- FA 401 Research Seminar
- Seven additional courses with FA numbers, three of which have to be at least at the 200 level and three at least at the 300 level. They must be distributed as follows:
  - Ancient Art
  - Medieval Art
  - Renaissance/Baroque Art
  - Nineteenth and Twentieth Century Art
  - Non-Western Art
  - Any area of student's choice

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 great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses (36 credits), four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
- At least two American Film History courses. Courses in excess of two may be counted as electives
- At least two production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Six electives, at least two of which must be at the 300 or 400 level
- Senior Project: A film, or film script, historical or critical essay. An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing, or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

The Studio Art Major has a track for Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor).

Required Courses:

- FS 103 Issues and Approaches to Studio Art (3 credits)
- Choose two of the following four courses (6 credits)
  - FS 101 Drawing 1
  - FS 102 Painting 1
  - FS 141 Ceramics
  - FS 161 Photography 1

(In consultation with an advisor, one of these choices should set the direction and future course of the major).

- FA 356 Art since 1945 (3 credits)
- Six additional courses with FS numbers over 100 (18 credits). These must include at least two 200-level and two 300-level courses. Effective for the class of 2014, six additional courses with FS numbers over 200 (18 credits). These must include at least three 300 level courses.
- FS 211 Hot Off the Shelf is strongly recommended.
- Two semesters of the senior project (FS 498) (6 credits)

Students must have taken at least four semesters of work relating to their senior project prior to their senior year.

In addition to the required courses, the following Studio Art and Art History courses are recommended:

FS 325 Studio/Critical Issues
FA 101 Art from Prehistoric Times to the High Middle Ages
FA 102 Art from the Renaissance to Modern Times
FA 109 Aspects of Art
FA 257 Nineteenth-Century Art
FA 258 Modern Art: Nineteenth and Twentieth Century II
FA 285 Nineteenth- and Twentieth-Century Photographic History
FA 355 Gaughin to Dali
FA 361 Issues in Contemporary Art

Summer travel and summer courses are recommended for enrichment. Consult the department advisor.

Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized

sampling of many. Students who are interested in declaring a minor can contact Professor Michael Mulhern by email at mulhernm@bc.edu or by calling 617-552-4296.

The minor comprises six classes to be selected as follows:

- Required introductory course for all Studio Minors: FS 103 Approaches and Issues to Studio Art (3 credits)
- One introductory level class to be selected from the following: (3 credits)
  FS 101 Drawing 1
  FS 102 Painting 1
  FS 141 Ceramics 1
  FS 161 Photography 1
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
  Two classes at the 100 level or above (6 credits)
  One class at the 300 level (3 credits)
  FS 325 Studio/Critical Issues (In this class students will be expected to complete a significant thesis project.)

If a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, e.g., three painting or three photography classes. If a student wishes to pursue a discipline that 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 should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:
  FA 356 Art Since 1945
  or
  FA 258 Modern Art: Nineteenth- and Twentieth-Century II
  FA 285 Nineteenth- and Twentieth-Century Photographic History

Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history, and criticism. Requirements normally include FM 202 Introduction to Film Art, then one production course, and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor Pamela Berger, and Professor 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 Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the Department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England, Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor 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 (six credits) of the following:
  FS 141 Ceramics I
  FS 101 Drawing I
  FS 102 Painting I
  FS 161 Photography I
  FS 103 Approaches and Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. 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.

Art History

Undergraduate Course Offerings

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

FA 101 Art: Prehistoric to Middle Ages (Fall: 3)
Satisfies Arts Core Requirement
Corequisites: FA 011 and FA 012

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art.
Pamela Berger
Kenneth Craig

FA 102 Art: Renaissance to Modern Times (Spring: 3)
Satisfies Arts Core Requirement
Corequisites: FA 012

This is the fundamental course for understanding the visual arts: painting, sculpture, and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art.
Claude Cernuschi
Stephanie Leone

FA 103-104 Art History Workshop I and II (Fall/Spring: 3)
Required for art history majors.

The primary objective of this 2-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).
Aileen Callahan

FA 107 History of Architecture (Fall: 3)
Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology, and technology.
Katherine Nahum

FA 108 Great Art Capitals of Europe (Spring: 3)
Satisfies Arts Core Requirement
Students that have taken FA 101 and FA 102 cannot take this class.

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 Clues to Seeing (Fall/Spring: 3)
Satisfies Arts Core Requirement

Everyone looks, not everyone sees. This course aims to develop students' ability to see the visual clues and cues that artists use in their works to communicate meaning. First students learn to see and read artists' visual vocabulary. Then students use skills to uncover underlying meaning in works of art from various times and places to reveal understandings about the contexts in which artworks were created. In addition to developing skills to analyze any artwork and insights into a few cultural moments, students take away a heightened ability to see and understand all aspects of visual experience.
Judith Bookbinder

FA 130 Intersection of Science and Painting (Spring: 3)
Cross Listed with CH 102
Offered Periodically

See course description in the Chemistry Department.
David McFadden

FA 174 Islamic Civilization (Fall: 3)
Cross Listed with HS 171, TH 174
Satisfies Cultural Diversity Core Requirement

This course introduces students to the rich culture produced in the regions where Islam was the prominent religion during the past 1400 years, from its rise in seventh-century Arabia to its position as the world's fastest-growing religion in the twenty-first century. It will cover the tenets of the faith and popular practice as reflected in the diverse and varied cultural expressions of Muslim peoples in the worlds of Islam from China to Morocco.
Sheila Blair

FA 206 Art and Myth in Ancient Greece (Spring: 3)
Cross Listed with CL 208
Satisfies Arts Core Requirement

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.
Gail L. Hoffman

FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)
Satisfies Cultural Diversity Core Requirement

The Aztec, Maya and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to sixteenth century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire, and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.
Diana K. McDonald

FA 221 Mysteries and Visions: Early Medieval Art (Fall: 3)
Satisfies Arts Core Requirement

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.
Pamela Berger

FA 222 Imagination and Imagery: Later Medieval Art (Spring: 3)
Satisfies Arts Core Requirement
Pamela Berger

FA 231 Early Renaissance Art in Italy (Fall: 3)
Satisfies Arts Core Requirement

This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello, and Botticelli.
Stephanie Leone

FA 251 Modern Architecture (Spring: 3)
Satisfies Arts Core Requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.
Katherine Nahum

FA 256 Impressionism and Neo-Impressionism (Spring: 3)

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.
Katherine Nahum

FA 258 Modern Art: Nineteenth and Twentieth Century (Fall: 3)
Satisfies Arts Core Requirement

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada, and Surrealism.
Claude Cernuschi

FA 263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)
Cross Listed with HS 131
Satisfies Arts Core Requirement

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.
Judith Bookbinder

FA 264 American Modern: The Triumph of U.S. Art (Spring: 3)

Americans began the twentieth century still looking to European leadership in art and politics. By mid-century, the United States became "the leader of the free world" and the center of the art world. This course traces the transformation of American art in the context of the changing political, social, and cultural environment of the twentieth century. Precisionist and Expressionist interpretations of the modern world, Abstract Expressionism, Pop and Op Art, Earthworks, Environmental

Sculpture, and Neo-Expressionism will be viewed in relation to the evolving political hegemony of the U.S., the relationship of the individual to society, growing commercialism, and the environment.
Judith Bookbinder

FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)
Satisfies Arts Core Requirement

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BCInfo.
Jeffery Howe

FA 275 Arts of Japan (Spring: 3)
Jeffery Howe

FA 280 Masterpieces of Islamic Art (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft, and visual contexts.
Sheila Blair

FA 285 History of Photography (Spring: 3)

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the USA. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern, and postmodern art. We will also carefully explore our relationship with the proliferation of mass media imagery today.
Tatiana Spinari-Pollalis

FA 294 Visual Perception in Art and Science (Fall: 3)
Cross Listed with CS 092, PS 392
Satisfies the Fine Arts requirement of the University Core

This is a course about both visual perception and visual expression. We will bring neuroscience, psychology, computer science, visual art, scientific imaging and visualization together in examining how we perceive light, color, motion, shape, material, depth, and distance. Students will learn basic drawing skills along with rudimentary intuitions in computation and programming. Emphasis will be placed on appreciating how artistic rendering contributes to the understanding of inner workings of visual sense, and how effective visual communication can be achieved through a thorough understanding of visual perception.
Michael Mulhern
Stella X. Yu

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 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 315 Arts of Islamic Spain (Fall: 3)
Cross Listed with HS 166
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course introduces students to the rich artistic heritage of the Iberian Peninsula and adjacent regions in northwest Africa when Muslims ruled much of the region. From the eighth century through the fifteenth, Iberian cities, Cordoba, Seville, Granada were centers of brilliant Arab Islamic civilization. Course examines extraordinary architecture and decorative arts including ivory, woodcarving, metalwork, textiles, manuscripts. As Muslims lost control of large areas of the Iberian peninsula, impact of Spanish Islamic art and culture remained strong among the Christians and Muslims elsewhere in Islamic lands.
Jonathan Bloom

FA 316 Eastern Influences on Western Art (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Nineteenth and twentieth century European and American painters were affected by Eastern paintings, prints, decorative arts, spiritual ideas as Chinese and Japanese trade opened. Results were new ways of depicting reality, light, space and invention of abstract line, shape, color and texture rendering spiritual states of mind. Through comparisons of Asian paintings, prints, decorative art objects and European and American paintings and prints, students will study the impact of Eastern art on path-breaking developments of modern art in the West.
Judith A. Bookbinder

FA 327 Early Medieval Art in Ireland and Britain (Spring: 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 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.

Stephanie Leone

FA 340 Rebels and Revolutionaries: Expressionism (Fall: 3)

The twentieth century witnessed sea-changes in how individuals related to society that inspired artists particularly in Germany and America to reject images of classical order and slavish representation. They experimented with radical distortion and complete abstraction to express the exuberance and terror, hope and despair they felt as participants in a tumultuous age. Their Expressionist approaches fomented artistic revolution throughout the century. This course will explore the varied manifestations of Expressionism from the German Brücke and Blaue Reiter groups, to the American Figurative and Abstract Expressionists, and concluding with Neo-Expressionists in both countries in the later decades of the century.

Judith Bookbinder

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: Seventeen Century Art in Italy (Fall: 3)

This course will study the painting, sculpture, architecture and urban development of Italy during the late sixteenth and seventeenth century. We will focus on the abundant artistic projects in Rome, the home to the papacy and the birthplace of the Baroque. Particular emphasis will be placed on the relationship between artistic endeavors and powerful patrons, many of whom were members of the Roman Catholic Church. We will investigate the meanings and uses of art in relation to its social and cultural contexts to understand how art served both sacred and secular goals.

Stephanie Leone

FA 356 Art Since 1945 (Spring: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

Claude Cernuschi

FA 370 The Art Museum: History, Philosophy, and Practice (Fall: 3)
Cross Listed with CL 223

See course description in the Classics Department.

Gail L. Hoffman

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 Study I (Fall: 3)
By arrangement only.

Stephanie Leone

FA 406 Independent Study III (Fall: 3)
By arrangement only.

Aileen Callahan

FA 409 Islamic Book (Spring: 3)

Muslims revere the Koran as God's word revealed to the Prophet Muhammad, seventh century CE, consequently writing, books became a major art form in Islamic culture. This seminar traces development of a distinctive tradition, from manuscripts of the Koran, copies of Persian classics some of the finest illustrations and illuminations ever produced to the modern trend for "artists books."

Sheila Blair

FA 412 Cairo: City of 1001 Nights (Fall: 3)
Offered Periodically

Cairo was founded by Muslim armies near a Roman fort in the 7th century and enlarged by subsequent rulers, the center of Arab-Islamic civilization since the 13th century and is now the most populous city in Africa and or Middle East. This seminar will explore Cairo's history through its architecture and art, with a particular emphasis on the period between 1000 and 1500.

Jonathan Bloom

FA 430 Problems in Bosch and Bruegel (Spring: 3)

Kenneth Craig

FA 451 Symbolism and Art Nouveau (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 453 Art of the Mind (Fall: 3)

How can art be interpreted as an expression of the mind, psychoanalytically? The focus of this seminar is on late nineteenth century artists such as, but not limited to, Manet, Gauguin, Cézanne, and Van Gogh, and on those psychoanalytic ideas that have been, and have yet to be applied to art. We will read Freud, Ernst Kris and Donald Winnicott, and presumably, the most recent ideas in psychoanalysis. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to the historic, iconographic and stylistic context of artistic expression as the means of psychoanalytic interpretation.

Katherine Nahum

FA 457 Edgar Degas: Consummate Dandy and Elusive Misogynist (Spring: 3)

Katherine Nahum

FA 458 Surrealism (Spring: 3)
Cross Listed with RL 324
Offered Periodically

This course will explore twentieth-century crosscurrents in literature and art by examining the artistic works and the literary influences of the Surrealist movement. This movement was expressed in a revolution of forms and ideas drawing from psychology, African cultures and indigenous American cultures. In the process, as Jean-Paul Satre noted, the dominant European colonial tradition was "colonized in reverse."
Claude Cernuschi
Elizabeth T. Goizueta

FA 461 Frank Lloyd Wright (Spring: 3)

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.
Jeffery Howe

FA 480 History, Literature, and Art of Early Modern Rome (Spring: 3)
Cross Listed with RL 370

See course description in the Romance Languages and Literatures Department. Not open to students who have taken HS 232.
Stephanie Leone
Franco A Mormando
Sarah Ross

Film Studies

Undergraduate Course Offerings

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

FM 171 Filmmaking I (Fall/Spring: 3)
Equipment is provided.

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form or expression and communication. A class for beginners.
Michael Civille

FM 202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.
Richard Blake, S.J.

FM 230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Sheila Gallagher

FM 273 Filmmaking II (Fall: 3)
Prerequisite: Filmmaking I or permission of the instructor
Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.
The Department

FM 274 Digital Nonlinear Editing (Fall/Spring: 3)
Prerequisite: Departmental permission
Cross Listed with CO 224
Limited to 10 students.
Lab fee required.

See course description in the Communications Department.
Adam Bush

FM 275 Final Cut Pro Editing (Fall: 3)
Cross Listed with CO 226
Some equipment required. Restricted to majors.

See course description in the Communications Department.
Kristoffer Brewer

FM 280 American Film History: Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.
Richard Blake, S.J.

FM 281 American Film History: Studio Years (Spring: 3)
Satisfies Arts Core Requirement

Looking at several of the key films and directors emerging from the studio system of the 1930's and 1940's, students will gain greater awareness of the development not only of film technique but also of the social and cultural changes brought about in audiences by the Depression and World War II. The films of Lubitsch, Sturges and others will be considered as products of the commercial, artistic, and social forces exerted on their creators.
Richard 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.
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 301 Screenwriter (Fall/Spring: 3)

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre and breaking rules. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.
Drew Yanno

FM 302 Adaptation: Fiction Into Film (Fall: 3)

This course explores the interplay between film and literature, in particular, the transposition of different forms of fiction to the movie screen. Using short stories, novellas and plays, students will study and analyze how the screenwriter and director adapt source material to make the film version of that same story.
Drew Yanno

FM 303 Advanced Screenwriting (Fall/Spring: 3)
Prerequisite: FM 301
Limited to 15 students.

This course is for students interested in writing for film, applying the knowledge gained in FM 301 toward their efforts at writing their own screenplays.
Drew Yanno

FM 314 Cinema of the Greater Middle East (Fall: 3)

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers, and look into how the scripts and the shooting styles serve to accomplish their goals.
Pamela Berger

FM 315 Film Noir (Spring: 3)
Offered Periodically

We will explore the history of the enigmatic Hollywood style from its origins in German Expressionism and Hard Boiled Fiction through its classic era, and finally into its rebirth as revisionist neo-noir in the 1970s. The course will examine how American social and political history factored into noir's sudden appearances, and study theoretical concepts of genre, space, gender, and self-perception. Directors include Wilder, Tourneur, Aldrich, Altman, Polanski, and Lynch.
Michael Civille

FM 325 The Comic Film (Spring: 3)

Laughter is a universal phenomenon seen widely in films from the birth of cinema in Lumiere Brothers' pranks on screen in 1895 to the current spoofs and mockumentaries. This class will trace the evolution of comedy in film from the early silent films (Chaplin), through intellectual comedy (Woody Allen), to the most recent comedies on screen today. The survey will analyze the psychological and sociological essence of comedy in its various forms from slapstick and situational comedy to word-plays and clever one-liners.
John Michalczyk

FM 332 Maverick Hollywood Directors (Fall: 3)

Beginning with Orson Welles in the 1940s, students will study the unconventional formal and narrative devices of directors such as Alfred Hitchcock, Stanley Kubrick, Hal Ashby, David Lynch, and PT Anderson, who were able to explore unusual, challenging, and provocative themes within the rigid confines of the economically-minded Hollywood film industry.
Michael Civille

FM 382 Documentary Film (Spring: 3)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.
John Michalczyk

FM 385 French Cinema (Spring: 3)

This course will explore French history as it is depicted in selected French films. We will focus on dramatic narrative films set in different historical epochs from the Middle Ages to the twentieth century. We will discuss the differing styles and aesthetics presented by the filmmakers, as well as the cultural/historical background of each film.
Pamela Berger

FM 389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.
Richard A. Blake, S.J.

FM 393 American Classic Auteurs (Fall: 3)

Based on an updated form of auteur criticism, which concentrates on the director as author of the film, this course will treat films several of the great American film makers of the classic Hollywood period, like John Ford, Howard Hawks, Orson Welles, Frank Capra and John Huston. In addition to class screenings, students will privately view other films of these directors and research the social contexts that influenced their artistic development and reception by the public.
Richard Blake, S.J.

FM 395 Teaching Assistantship (Fall: 3)
John Michalczyk

FM 396 Advanced Screenwriting II (Spring: 3)
Prerequisite: FM 303
Department permission required.
Limited to 12 students.

Students will continue to work on the script they began in Advanced Screenwriting. The course will feature more exercises and outlining, leading to the writing of the remainder of their script. As in Advanced Screenwriting, students will critically examine each other's exercises and writing under the guidance of the professor.
Drew Yanno

FM 440 Independent Study (Spring: 3)
By arrangement only.
John Michalczyk

FM 461 Filmmaking III (Spring: 3)
Michael Civille

FM 499 Advanced Independent Research (Fall/Spring: 6)
John Michalczyk

FM 598 Teaching Assistantship (Spring: 3)
Drew J Yanno

Studio Arts

Undergraduate Course Offerings

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

FS 101 Drawing I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making.
Sheila Gallagher
Khalid Kodi
Michael Mulhern
Mary Sherman
John Steczynski
Andrew Tavarelli

FS 102 Painting I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying.
Mary Armstrong
Alston Conley
Sheila Gallagher
Khalid Kodi
Mary Sherman

FS 103 Issues and Approaches to Studio Art (Fall: 3)
Lab fee required.
Course is intended for Studio majors, minors, and serious students with previous studio experience. This is not a Core course.

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, imagination. Students develop skills, confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses.
Sheila Gallagher

FS 104 Seeing Is Believing (Fall/Spring: 3)

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks good without applying meaningful criteria? This class is designed for both advanced and entry-level students with 2-D and 3-D assignments providing enough flexibility to meet each student at whatever level they are on.
Debra Weisberg

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)
Lab fee required.

In the last 25 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 recontexternalized the traditional approach to figure sculpture.
Mark Cooper

FS 150 Painting Plus: Collage (Fall: 3)
Satisfies Arts Core Requirement

This is an introduction to the materials, issues and concerns of painting. The course focuses on modern approaches to painting where the edges between it and collage or sculpture blur. The emphasis is on making creative objects.
Alston Conley

FS 161 Photography I (Fall/Spring: 3)
Lab fee required.
Camera required.
Some of the classes will meet on Wednesday evenings.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation. Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations.
Karl Baden
Charles Meyer
Sharon Sabin

FS 203 Representational Drawing (Spring: 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: Introduction to the Figure (Fall: 3)
Prerequisite: FS 203 or permission of the instructor
Lab fee required.

The course is an introduction to drawing the human form. It approaches it in a broad variety of ways, from traditional static ones of proportion and volume, through organic analogies to plants and animals, to the body as a mechanical machine, as dynamic movement, as a part of a spatial continuum.
John Steczynski
Sheila Gallagher

FS 211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions.
The Department

FS 215 Collage and Mixed Media (Spring: 3)
Prerequisites: At least two art courses at the 200 level or above or permission of instructor

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photomontage, assemblage, stenciling, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Weekly classes follow historical development of concept, process, and imagery through the twentieth century.
Alston Conley

FS 223 The Power of Objects-Intermediate Painting (Spring: 3)
Prerequisites: FS 101-102, or permission of the instructor
Lab fee required.

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting 1. We work from complex still lives to develop strong optical and technical painting skills in addition we will consider the meanings, references and psychological charge that objects may have.
Andrew Tavarelli

FS 224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)
Prerequisites: FS 101-102, or permission of the instructor
Lab fee required.

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a variety of painting styles and techniques through side presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.
Mary Armstrong

FS 225 Watercolor I (Fall: 3)
Lab fee required.

Students are introduced to the materials, techniques and pleasures of watercolor. Topics such as the elements, astrological signs, Eastern mandalas, pop objects, comics, and Mexican retablos serve as the basis for our projects.
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.
Khalid Kodi
Andrew Tavarelli

FS 230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Sheila Gallagher

FS 261 Photography II (Fall: 3)
Prerequisite: FS 161 or permission of the instructor
Lab fee required.

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy.
Charles Meyer

FS 276 Art and Digital Technology (Fall/Spring: 3)
Lab fee required.

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.
Karl Baden

FS 280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)
Prerequisite: Permission of instructor
Students must have their own camera (film or digital), basic familiarity with Photoshop (Art and Digital Technology or its equivalent)

Students learn and use advanced techniques in Adobe Photoshop, Illustrator, and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. The goal is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc). Digital Diaries is an intermediate/advanced level course.
Karl Baden

FS 299 Art and Alternative Media (Fall: 3)
Sheila Gallagher

FS 321 Painting IV: Layered Image (Fall: 3)
Prerequisite: FS 102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the internet. Class time is organized around painting, complemented by slide lectures, critiques, readings and gallery visits.
Mary Armstrong

FS 325 Studio/Critical Issues (Spring: 3)
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.
Michael Mulhern

FS 330 Pandora's Box (Fall: 3)
Andrew Tavarelli

FS 352 Stage Design I (Spring: 3)
Cross Listed with CT 352
Supplies fee required for this course

This course will concentrate on set design for the stage. We will study communicating with image and creating three dimensional spaces appropriate to dramatic action on stage. This will include some basic work at script analysis from the perspective of a designer. The student will learn techniques of drafting, rendering and model-making skills that are then used to create a final design project.
Crystal Tiala

FS 357 Costume Design (Fall: 3)
Cross Listed with CT 357

See course description in the Theatre Department.
Jacqueline Dalley

FS 361 Photography III (Spring: 3)
Prerequisites: Two of the following courses: FS 161, FS 261, FS 276, FS 267, or permission of instructor
Lab fee required.

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output, as well as analog printing.
Charles A. Meyer

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 498 Senior Project I (Fall: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.
Andrew Tavarelli

FS 598 Teaching Assistantship (Fall: 3)
Prerequisite: Permission of instructor
Open only to Juniors and Seniors only.
Enrollment is limited to one student per class.

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.
The Department

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 Bombolakis, *Research Professor,* B.S., M.S. Colorado School of Mines, Ph.D., Massachusetts Institute of Technology
John E. Ebel, *Professor;* A.B., Harvard University; Ph.D., California Institute of Technology
J. Christopher Hepburn, *Professor;* A.B., Colgate University; A.M., Ph.D., Harvard University
Rudolph Hon, *Associate Professor;* M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology
Alan L. Kafka, *Associate Professor;* B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook
Gail C. Kineke, *Associate Professor;* Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington
Noah P. Snyder, *Associate Professor;* B.S., Bates College; Ph.D., Massachusetts Institute of Technology
Douglas A. Edmonds, *Assistant Professor;* B.S., Saint Louis University, M.Sc., Ph.D., Pennsylvania State University
Yvette Kuiper, *Assistant Professor;* M.S., Utrecht University; Ph.D., University of New Brunswick

Contacts

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- Director of Undergraduate Studies: Dr. Noah Snyder, noah.snyder@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- www.bc.edu/geology

Special Note: The major offerings and requirements are changing starting with the class of 2014 (see descriptions below). Therefore, some previously required courses may no longer be available. These courses are marked with alternatives in the major requirements below.

Undergraduate Program Description: Class of 2014

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of two majors: Geological Sciences or Environmental Geoscience. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields 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. Geoscientists study the earth's complex systems and the interrelations among the solid earth, hydrosphere, biosphere, and atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society continues to require ever larger amounts of energy and resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, in ultramodern laboratories equipped with the latest computing equipment, or commonly in some combination of these. Whether understanding hazards and environmental challenges such as earthquakes, landslides, floods, sea level rise, and climate change, exploring for petroleum thousands of feet below the surface of the ocean, or working with governmental agencies or industry to analyze pollution problems, the earth sciences provide exciting possibilities for a rewarding career.

Undergraduate Program Description: Classes of 2011, 2012, and 2013

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of 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. Geologists, geophysicists, and environmental scientists study the earth's complex systems and the interrelations among the solid earth, the hydrosphere, the biosphere, and the 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 resources in the twenty-first century, and will face increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, in 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 for improved city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities for a rewarding career.

Major Requirements: Environmental Geoscience (Class of 2014)

The field of Environmental Geoscience is new, interdisciplinary, and evolving. This program serves as an excellent major for students who wish to concentrate in the sciences but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental law, environmental policy, or environmental studies. Students majoring in Environmental Geoscience should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area.

To provide students with training in the interdisciplinary nature of Environmental Geoscience, the major includes an introductory sequence in Environmental Systems (GE 201-208), consisting of eight 2-credit courses (plus associated labs, GE 211-208). These courses can be taken in any order and do not have prerequisites. They are recommended particularly for first years and sophomores. Students are required to take six of these eight courses. They are offered as 2-course pairs, with one course meeting for the first half of the semester and another course (usually the next in sequence) meeting the second half of the semester, in the same time slot. Students are welcome to take one or both of the courses in each of these pairs in any given semester. In general, four Environmental Systems courses will be offered each fall semester, and two in the spring semester. Over any given two-year period, all eight courses will be offered at least once. Students in this major must complete the following course requirements:

(A) 12 credits from GE 201-208 (2 credits each, plus laboratory GE 211-218)
- Environmental Systems: The Human Footprint (GE 201)
- Environmental Systems: Ecosystems (GE 202)
- Environmental Systems: Water Resources (GE 203)
- Environmental Systems: The Critical Zone (GE 204)
- Environmental Systems: Climate Change (GE 205)
- Environmental Systems: Oceans (GE 206)
- Environmental Systems: Earthquakes and Hazards (GE 207)
- Environmental Systems: Quantitative Methods (GE 208)
  Note: Some substitutions are possible, but each substituted course only counts as two credits toward this requirement, and remaining credits cannot count toward the elective requirement below. Approved substitutions include:

GE 170 for GE 203, GE 250 for GE 204, GE 174 for GE 205, and GE 157 for GE 206.

(B) GE 220 Earth Materials (+GE 221, 4 credits)

(C) At least 18 credits of elective courses. All GE courses count toward this requirement, with the following limitations:
- Up to three credits can be from 100-level courses.
- Up to six credits can be from 200-level courses.
- Up to six credits can be from approved non-GE courses (approved courses: EC 278, PO 202, PO 270, SC 348, BI 405, BI 407, BI 442, BI 443, CH 231, CH 575, PH 301, CS 127, MT 305, or others, such as field camps, by permission of the Undergraduate Studies Committee).
- Up to 3 credits of independent study (GE 596-GE 598) can count toward this requirement.

(D) Senior research experience (at least four credits):
- GE 582 and GE 583 Senior capstone course (two credits each), or
- GE 595 Senior Thesis (at least six credits)

(E) Three corequisite courses in Natural Sciences and Mathematics (12 credits)
- Calculus II (MT 101, MT 103 or MT 105) and
- Two semesters of Physics (PH 209-210 or PH 211-212 with labs PH 203-204), or
- Two semesters of Chemistry (CH 109-110 with labs CH 111-112 or CH 117-118 with labs CH 119-120), or
- Two semesters of Biology (BI 200-202 with labs BI 210-211)

AP credits cannot substitute for the Physics, Chemistry, or Biology corequisite (E) above.

Information for First-Year Environmental Geoscience Majors (Class of 2014)

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (GE 201-208, with laboratories GE 211-218) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

Major Requirements: Environmental Geoscience (Classes of 2011, 2012, and 2013)

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 environmentally related fields. Students concentrating in Environmental Geoscience 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 ten 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 (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)
- Environmental Geology (GE 250) with laboratory (GE 251) *Alternative:* GE 203 and GE 204
- GE 180 plus laboratory (GE 136) may substitute for GE 132-133 upon petition to, and approval by, the department Undergraduate Studies Committee.

(B) Four courses from among the following, with no more than two at the 100-level:
- Geology of National Parks (GE 110)
- Exploring the Earth II (GE 134) with laboratory (GE 135)
- Oceanography (GE 157) with laboratory (GE 158)
- Environmental Geosciences II (GE 168)
- Rivers and the Environment (GE 170)
- Weather, Climate, and Environment (GE 172) with laboratory (GE 173)
- Climate Change and Society (GE 174) with laboratory (GE 175)
- Geoscience and Public Policy (GE 187)
- Introduction to Geochemistry (GE 230) with laboratory (GE 231)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Structural Geology (GE 285) with laboratory (GE 286)
- Geological Field Mapping and Methods (GE 288)
- Environmental Hydrology (GE 297)
- Topics in Geobiology (GE 335)
- Paleoclimatology (GE 360) with laboratory (GE 361)
- Petrology I (GE 372) with laboratory (GE 373)
- Petrology II (GE 374) with laboratory (GE 375)
- Environmental Oceanography (GE 380)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Global Biochemical Cycles (GE 440)
- Environmental Contaminants (GE 457)
- Geographical Information Systems (GIS) (GE 480) with laboratory (GE 481)
- Isotope Applications in Earth Science (GE 512) with laboratory (GE 513)
- Estuarine Studies (GE 518)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)

(C) Two additional electives may include courses in the department numbered 300 or above to be chosen by the student with his or her advisor, or courses from outside the department, approved by the departmental Undergraduate Studies Committee, such as: Environmental Biology (BI 401), Principles of Ecology (BI 442), Coastal Field Ecology (BI 443), Environmental Economics (EC 278), Environmental Policy (PO 202), Environmental Law (PO 270), and Environmental Sociology (SC 348). A geology or geophysics summer field course may be substituted for one of these elective courses. A file of summer field camp programs is kept in the department office.

(D) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following:
- Chemistry (CH 109-110) with laboratories (CH 111-112)
- Physics (PH 209-210) with laboratories (PH 203-204)

- Biology (BI 200-202) with laboratories (BI 210-211)
  Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (D) above or Multivariable Calculus (MT 202), may be counted as one of the elective in (C) above. Other courses in the university pertinent to the Environmental Geoscience major may be substituted for the above requirements upon petition to, and approval by, the department Undergraduate Studies Committee. AP credits cannot substitute for the laboratory science corequisite (D) above.

Major Requirements: Geological Sciences (Class of 2014)

This major combines elements of the traditional geology and geophysics programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Three required courses (12 credits)
- Exploring the Earth (GE 132) with laboratory GE 133, 4 credits
- Earth Materials (GE 220) with laboratory GE 221, 4 credits
- Geological Field Methods and Mapping (GE 288), 4 credits (or an approved field camp)

(B) At least 11 credits from the following courses
- Stratigraphy and Sedimentation (GE 264) with laboratory GE 265, 4 credits
- Introduction to Structural Geology (GE 285) with laboratory GE 286, 4 credits
- Introduction to Geophysics (GE 391), 3 credits
- Optical Mineralogy (GE 370) with laboratory GE 371, 2 credits
- Igneous Petrology (GE 372) with laboratory GE 373, 2 credits
- Metamorphic Petrology (GE 374) with laboratory GE 375, 2 credits
- Sedimentary Petrology (GE 376) with laboratory GE 377, 2 credits

(C) At least 15 credits of elective courses, with the following requirements:
- Electives include all GE courses and approved interdisciplinary options (below).
- Up to three credits toward this requirement may be from a 100-level course
- At least seven credits must be from GE courses numbered 300 or above.
- Up to six credits from approved non-GE courses can count toward this requirement (approved courses: MT 305, PH 301, CH 231, CH 575, or others by permission of the Undergraduate Studies Committee).
- Up to 6 credits from independent study or senior thesis (GE 595-GE 599) can count toward this requirement.

(D) Five corequisite courses in Natural Sciences and Mathematics (20 credits)
- Calculus II (MT 103 or MT 105)
- Two semesters of Physics (PH 209-210 with labs PH 203-204)
- Two semesters of Chemistry (CH 109-110 with labs CH 111-112 or CH 117-118 with labs CH 119-120)
  AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

Information for First-Year Geological Sciences Majors (Class of 2014)

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)
- Two semesters of Calculus (MT 102-103)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)

Major Requirements: Geology (Classes of 2011, 2012, and 2013)

Students majoring in Geology need to take the following courses, and complete a total of ten courses in the department:

(A) Students majoring in Geology must take the following seven courses:
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134)with laboratory (GE 135) *Alternative:* At least 3 credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Petrology I and II (GE 372-374) with laboratories (GE 373-375) *Alternative:* GE 370-377
- Structural Geology (GE 285) with laboratory (GE 286)

(B) At least three additional electives (with a minimum of two numbered 300 or above) in the Department to bring the total number of GE courses to ten. A geology or geophysics summer field camp may be substituted for one of these electives. A file of summer field camp programs is kept in the Department office.

(C) Also required is a minimum of:
- Two semesters of Calculus (MT 102-103)
- Two semesters of Chemistry (CH 109-110 with laboratories CH 111-112 or CH 117-118 with laboratories CH 119-120)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

(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 Studies Committee prior to taking the field course.

Elective courses both inside 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 Studies Committee.

Major Requirements: Geophysics (Classes of 2011, 2012, and 2013)

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four courses:
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134) with laboratory (GE 135) *Alternative:* At least 3 credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Structural Geology (GE 285) with laboratory (GE 286)

(B) Four courses from the following list, with at least two in Geophysics:
- Petrology I (GE 372) with laboratory (GE 373) *Alternative:* GE 370-373
- Petrology II (GE 374) with laboratory (GE 375) *Alternative:* GE 374-377
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424) with laboratory (GE 425)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)
- Marine Geology (GE 530)
- Costal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

  A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

(C) Two additional electives approved in advance by the student's advisor.
- These two courses 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 advanced departmental course and one advanced physics course.

(D) In addition to the ten required courses listed above, the outside science requirements for the Geophysics major are as follows:
- Calculus through MT 305 (MT 102-103, 202, 305)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

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.

Major Requirements: Geology-Geophysics (Classes of 2011, 2012, and 2013)

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 (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134) with laboratory (GE 135) *Alternative:* At least three credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Introduction Structural Geology I (GE 285) with laboratory (GE 286)
- Hydrogeology (GE 418) Alternative: GE 297, GE 400 or GE 535
- Environmental Geophysics (GE 424) with laboratory (GE 425) Alternative: GE 391, GE 455, GE 572, or GE 660

(B) Three courses from the following list, with at least one in geophysics, approved by the student's advisor:
- Petrology I (GE 372) with laboratory (GE 373) Alternative: GE 370-373
- Petrology II (GE 374) with laboratory (GE 375) Alternative: GE 374-377
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Geographical Information Systems GIS (GE 480) with laboratory (GE 481)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)
- Estuarine Studies (GE 518)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

(C) Each of the following:
- Calculus through MT 305 (usually MT 102-103, 202, and 305)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project. Students should plan their program in consultation with their advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Minor in Geological Sciences (Class of 2014)

In addition to the two major programs, a student may choose to minor in Geological Sciences. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department are urged to see Professor Noah Snyder, the department's Director of Undergraduate Studies, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six courses in the department structured as follows:

(A) Two required courses (eight credits):
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)

(B) At least seven additional credits from departmental courses numbered 100 or higher

(C) At least three additional credits from a departmental course numbered 200 or higher

(D) At least three additional credits from a departmental course numbered 300 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

Minor in Geology and Geophysics (Classes of 2011, 2012, and 2013)

In addition to the four major programs, a student may choose to minor in Geology and Geophysics. 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 Noah Snyder, the department's Director of Undergraduate Studies, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six courses in the Department structured as follows:

(A) Two required courses:
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)

(B) Two additional departmental courses numbered 100 or higher

(C) One additional departmental course numbered 200 or higher

(D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher-level course can be substituted for a lower-level course. Each student's minor program must be approved in advance by a 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 this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

Senior Thesis and the Department Honors Program (all Classes)

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a 2-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for a Readings and Research course with the research advisor (GE 596, GE 597, or GE 598) each semester of the senior year. Students in the class of 2014 register for Senior Thesis (GE 595). To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and provide a thesis proposal to the Undergraduate Studies Committee by the drop/add date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by April 20. Students can also write a senior thesis under the Arts and Sciences Honors and Scholar of the College programs. Theses that meet these requirements also meet the Department Honors requirements. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Studies Committee. In general, all students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Studies Committee.

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variety of courses provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 125, 132, 134, 163, 167, 168, and 180 are courses that provide insight into the wide scope of geological subjects. The other Core offerings, GE 110, 146, 150, 157, 170, 172, 174, 177, 187, and 192, cover more specific sub-fields, such as Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about department Core courses should contact the department at 617-552-3640 (Devlin 213) or see Professor Noah Snyder (noah.snyder@bc.edu).

Information for Study Abroad

Our department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Because the department has more than one major, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Studies Committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their

major before traveling abroad so that they may take full advantage of their foreign experience and be able to take courses abroad that they do not have the opportunity to take at Boston College.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the department Undergraduate Studies Committee, the Foreign Study Advisor (Professor J. Christopher Hepburn) or the Department Chair. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students not only to 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 upon prior student experience, the department particularly recommends programs in Ecuador and Australia. Students should contact professors Hepburn or Snyder to plan their semester or year abroad.

Undergraduate Course Offerings

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

GE 110 Geology of National Parks (Spring: 3)
Satisfies Natural Science Core Requirement

U.S. National Parks give us the perfect opportunity to explore and discuss fundamental geological concepts. While considering various National Parks, as well as some State Parks and/or parks in other countries, basic modern scientific methods in the earth sciences will be discussed and explored.
Yvette D. Kuiper

GE 125 Exploring Earth History (Spring: 4)
Corequisite: GE 126
Satisfies Natural Science Core Requirement

The earth is not finished, but is now being and will forever be remade." C.R. Van Hise (1898) The objective of this course is to describe the history of the earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record.
Kenneth G. Galli

GE 126 Exploring Earth History Lab (Spring: 0)
Corequisite: GE 125
Kenneth G. Galli

GE 132 Exploring the Earth I: Origin and Systems (Fall: 4)
Corequisite: GE 133
Satisfies Natural Science Core Requirement

The Earth is a dynamic planet, one that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support the growing human population. This course discusses the origin and materials of the Earth and the processes by which it has evolved. It is designed as a first course for Geology, Geophysics, Geology-Geophysics and Geological Sciences majors, and provides a background in Earth Sciences for all majors and minors in the department and core students.
Yvette Kuiper
Noah P. Snyder

GE 133 Exploring the Earth I: Origins and Systems Laboratory (Fall: 0)
Corequisite: GE 132

In laboratory students learn to identify the rocks and minerals that make up the earth, and develop their understanding of how volcanoes, streams, and glaciers shape the landscape.
J. Christopher Hepburn
Noah P. Snyder

GE 146 Origin and Evolution of Life on Earth (Spring: 4)
Corequisite: GE 147
Satisfies Natural Science Core Requirement

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search for life on other planets.
Paul K. Strother

GE 147 Origin and Evolution of Life on Earth Discussion (Spring: 0)
Corequisite: GE 146
Paul K. Strother

GE 150 Astronomy (Fall: 3)
Satisfies Natural Science Core Requirement

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.
The Department

GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

This course covers the ways we interact with the Earth by using and too often abusing its resources. Topics discussed include human population growth and its role in resource sustainability, soils and food production, drinking water supplies, air and water pollution, waste disposal, and meeting our energy needs through use of petroleum, coal, nuclear power and renewable resources. The focus will be on existing and emerging technologies that will determine whether our planet has a sustainable future in the coming decades that will shape your lives.
The Department

GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)
Satisfies Natural Science Core Requirement
This course may be taken independently of GE 167.

This course concerns the ways in which the dynamic processes operating on and within the Earth, in ways that can put people and property at risk from natural hazards and disasters, and what we can do to reduce and mitigate these effects. Subjects include volcanoes and earthquakes, landslides and similar earth movements, river and coastal flooding, severe storms, climate change, and bombardment by rare, large extraterrestrial objects. A particular emphasis will be on risk

assessment and mitigations, construction practices that increase or decrease our vulnerability, and the underlying role plate tectonics plays in shaping much of our dynamic Earth.
Judith Hepburn

GE 170 Rivers and the Environment (Spring: 3)
Satisfies Natural Science Core Requirement

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect, and restore these systems.
Noah P. Snyder

GE 172 Weather, Climate and the Environment (Fall: 4)
Corequisite: GE 173
Satisfies Natural Science Core Requirement

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El Niño, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects are explored.
John E. Ebel

GE 173 Weather, Climate and the Environment Lab (Fall: 0)
Corequisite: GE 172
John E. Ebel

GE 174 Climate Change and Society (Fall: 4)
Corequisite: GE 175
Satisfies Natural Science Core Requirement

Human activity rivals nature as an agent of change in the global climate system. We explore the meaning of our recently-acquired influence over the environment from scientific, socioeconomic, and moral perspectives. We investigate how Earth's climate system works, how natural changes affected people on timescales ranging from years to hundreds of thousands of years, and how modern society is altering climate by adding greenhouses gases to the atmosphere. We investigate current and potential impacts of climate change on developed and developing societies anticipated in the twenty-first century. The two-hour laboratory focuses on problem solving through critical analysis of environmental information.
The Department

GE 175 Climate Change and Society Lab (Fall: 0)
Corequisite: GE 174
Satisfies Natural Science Core Requirement
Amy Frappier

GE 177 Cosmos (Spring: 3)
Satisfies Natural Science Core Requirement
Open to all students.

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space programs will be reviewed to help develop models for the geologic evolution of the planets and a current picture for the origin of the solar system. The question of life on other planets will be discussed. Throughout the course, the fundamentals of how science works will be emphasized.
J. Christopher Hepburn

GE 180 The Living Earth I (Fall: 4)
Corequisite: GE 181
Satisfies Natural Science Core Requirement

This course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system.
Alan Kafka

GE 181 The Living Earth I Lab (Fall: 0)
Corequisites: GE 180 and GE 183
Michael Barnett

GE 182 The Living Earth II (Spring: 3)
George Barnett

GE 183 The Living Earth II Lab (Spring: 0)
Corequisite: GE 182
Michael Barnett

GE 187 Geoscience and Public Policy (Spring: 3)
Satisfies Natural Science Core Requirement

In this course, we will explore case the Massachusetts Ocean Management Plan as a case study that demonstrate the role of the earth sciences in addressing problems of public policy. Students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process using the EV Index.
The Department

GE 201 The Human Footprint (Fall: 2)
Corequisite: GE 211

Over the past 150,000 years, humans have become an increasingly significant force on the Earth system, affecting climate, vegetation patterns, water flow and many other factors. This course explores the role of our species on our home planet. Topics include: population growth, energy and climate, agriculture and pollution. This course is part of the Environmental Systems introductory sequence (GE 201-208) for Environmental Geoscience majors.
Noah P. Snyder

GE 204 The Critical Zone (Spring: 2)
Corequisite: GE 214

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geo-

chemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (GE 201-208) for Environmental Geoscience Majors.
Rudolph Hon

GE 206 Oceans (Fall: 2)
Corequisite: GE 216

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO2. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated and vulnerable regions on earth. The course provides an introduction to the ocean's role in earth processes and explores the topics and challenges facing a changing planet through case studies, critical thinking and analytical.
Gail Kineke

GE 207 Environmental Systems: Earthquakes and Hazards (Spring: 2)
Corequisite: GE 217

Earthquakes are among the most frightening and devastating of natural hazards, often resulting in catastrophic loss of life and property. Earthquakes are also among the most fascinating of natural phenomena. Although the basic global scale characteristics of earthquakes are well understood in the context of the theory of plate tectonics, considered in detail earthquakes are among the most complex and unpredictable of earth processes. This course is part of the Environmental Systems introductory sequence (GE 201-208) for Environmental Geoscience majors.
Alan Kafka

GE 214 The Critical Zone Lab (Spring: 0)
Corequisite: GE 204
Rudolph Hon

GE 217 Earthquakes Lab (Spring: 0)
Corequisite: GE 207
Alan Kafka

GE 220 Earth Materials (Spring: 4)
Prerequisites: GE 132 or at least two from GE 201-208
Corequisite: GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary and metamorphic processes are investigated to develop the classifications of these groups of rocks.
J. Christopher Hepburn

GE 221 Earth Materials Lab (Spring: 0)
Corequisite: GE 220
J. Christopher Hepburn

GE 251 Environmental Geology Lab (Fall: 0)
Corequisite: GE 250
Rudolph Hon

GE 264 Stratigraphy and Sedimentation (Spring: 4)
Prerequisite: GE 132
Corequisite: GE 265
Offered Biennially

Sedimentary rocks cover most of the surface of the earth and are valuable repositories for energy and information about the history of the earth. The goal of this course is to teach students how to "read" the history recorded in these rocks. This course will cover the basics of sedimentary rock description recognition, and correlation over long distances in the field. We will also learn about the processes that produce sediment; transportation of sediment in streams, rivers, and bodies of standing water, and the formation of carbonate limestones.
Doug Edmonds

GE 265 Stratigraphy and Sedimentation Lab (Spring: 0)
Corequisite: GE 264
Offered Biennially
Doug Edmonds

GE 285 Introduction to Structural Geology (Fall: 4)
Prerequisite: GE 134
Corequisite: GE 286
Offered Biennially

The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. Structures such as folds, faults, foliations, lineations and shear zones will be considered at various scales, as visible in the field or in thin section. I will also discuss some inter- and intragranular deformation mechanism.
Yvette Kuiper

GE 286 Introduction to Structural Geology Lab (Fall: 0)
Corequisite: GE 285
Offered Biennially
Yvette Kuiper

GE 288 Geological Field Mapping Methods (Spring: 4)
Prerequisites: GE 220 and GE 285 or permission of the instructor
Offered Biennially

The goals of this course are to learn basic geologic mapping skills. The weekly meetings will focus on reading and constructing geological maps and cross sections, interpretation of field data, basic structural data processing and regional geology of the field area.
Yvette Kuiper

GE 297 Environmental Hydrology (Fall: 3)
Prerequisite: GE 132

An introduction to hydrological processes on and near the Earth's surface. Ground- water hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed.
Dale Weiss

GE 424 Environmental Geophysics (Fall: 3)
Prerequisites: MT 102-103, PH 211-212, or permission of instructor
Corequisite: GE 425
Offered Periodically

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and

mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection.
John E. Ebel

GE 596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.
The Department

GE 597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.
The Department

GE 598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.
The Department

GE 599 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.
The Department

Undergraduate and Graduate Course Offerings

GE 250 Environmental Geology (Fall: 4)
Prerequisite: GE 132
Corequisite: GE 251

The surficial environment and the geological processes of the earth will be examined in some detail. Man's influence on and alteration of these processes and environment will be emphasized. Specifically pollution as it affected the surface water, ground water, the ocean, and atmosphere will be studied. The problems of waste disposal as well as mineral and energy development will be analyzed. Some of the legal implications of man's actions and reactions to the problems and processes of the environment will be discussed.
Rudolph Hon

GE 335 Topics in Geobiology (Spring: 3)
Prerequisites: Two years of college work or permission of the instructor
Offered Biennially

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's 4-billion-year rock record. These long term interactions between the biosphere and the lithosphere that have resulted in irreversible changes in the Earth's surface environment. Course contents begins with a review of Earth systems science and biogeochemical cycles along with the organisms that produce those cycles. Next, we examine the role played by the environment in biological evolution—biogeography, speciation, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.
Paul K. Strother

GE 380 Environmental Oceanography (Spring: 3)
Prerequisite: GE 132 or GE 157
Offered Biennially

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving.
Gail C. Kineke

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 418 Hydrogeology (Spring: 3)
Prerequisite: GE 132
Corequisite: GE 419
Offered Periodically

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization.
Alfredo Urzua

GE 455 Exploration Seismology (Spring: 4)
Prerequisites: MT 102-103, PH 211-212
Corequisite: GE 456
Offered Periodically

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing and presentation of seismic refraction and reflection data.
John E. Ebel

GE 456 Exploration Seismology Laboratory (Spring: 0)
Corequisite: GE 455
Offered Periodically
John E. Ebel

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.
Rudolph Hon

GE 481 Applications of GIS Lab (Spring: 0)
Corequisite: GE 480
Rudolph Hon

GE 484 Aqueous Geochemistry (Fall: 3)
Prerequisites: CH 109-110, MT 102-103
Offered Biennially

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.
Rudolph Hon

GE 486 Advanced Structural Geology Lab (Spring: 0)
Corequisite: GE 485
Offered Biennially
Yvette Kuiper

GE 490 Remote Sensing and Image Interpretation (Spring: 3)
Prerequisite: GE 132
Offered Biennially

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of images from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area represented. Projects based on spatial data in paper or digital format including topographic or bathymetric maps, digital elevation models, aerial photographs, satellite images, subsurface images, scenes from the seafloor and other planets.
Noah P. Snyder

GE 530 Marine Geology (Fall: 3)
Prerequisites: GE 134, calculus and physics are recommended
Offered Periodically

Recent geological and geophysical information on the ocean basins is examined concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation including sediment transport, pleistocene sedimentation and global climate change. Sedimentological and geophysical investigation techniques are emphasized.
Gail C. Kineke

GE 580 Environmental Seminar (Spring: 3)
Prerequisite: Permission of the Director of Environmental Studies or the instructor
Corequisite: GE 581

This seminar is for Seniors with an Environmental Studies Minor. Contemporary and future environmental issues will be investigated from scientific, historic, economic, and cultural perspectives. Researchers, environmentalists, and other experts will occasionally attend and participate in specific seminars associated with their areas of concentration. As a senior seminar, the course will be driven by student interest and expertise. The overall goal of the course is for each student to make use of the skills, knowledge and background they bring to the seminar at this time in their academic career.
The Department

GE 660 Introduction to Seismology (Fall: 3)
Prerequisite: MT 103 (can be taken concurrently)
Offered Biennially

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.
Michael Hagerty

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., Wayne State University; M.A., Washington University; Ph.D., Harvard University

Undergraduate Program Description

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

Major Requirements

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of 30 credits or ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Notes for majors with transfer credits:

Of the 30 credits or ten semester courses, a minimum of 12 credits or four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad to be counted toward the German Studies major must be conducted in German.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature,

culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten 1-semester courses in German numbered 100 and above—or 30 credits at that level—are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad, provided they are conducted in German, will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses or 30 credits which constitute the major, a minimum of four courses or 12 credits beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Berlin, Heidelberg, Vallendar, and Vienna are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

Undergraduate Course Offerings

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

GM 001 German A (Elementary I) (Fall: 3)
True beginners should also sign up for GM 003.

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos and audio programs. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background.
Rachel Freudenburg
Ursula Mangoubi
Ruth Sondermann

GM 002 German A (Elementary II) (Spring: 3)
Prerequisite: GM 001
Students who need additional review and reinforcement should enroll in GM 004 concurrently.

This course is 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 a workbook, online videos and audio-programs. Intended for those with one semester of college-level German or at least three years of high school German.
Rachel Freudenburg
Ursula Mangoubi
Ruth Sondermann

GM 003 Elementary German Practicum I (Fall: 1)
Corequisite: GM 001

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 001 through review and recycling of material. It is open to all students concurrently enrolled in GM 001 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.
The Department

GM 004 Elementary German Practicum II (Spring: 1)
Corequisite: GM 002

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 002 through review and recycling of material. It is open to all students concurrently enrolled in GM 002 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.
The Department

GM 050 Intermediate German I (Fall: 3)
Prerequisites: GM 001-002 or equivalent.

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.
Notburga Connolly
Christoph Eykman
Michael Resler

GM 051 Intermediate German II (Spring: 3)
Prerequisite: GM 050 or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted primarily in German.
Counts toward German minor.

This course is a continuation of GM 050 (Intermediate German I) and provides further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society; grammar review, discussion, and composition.
Notburga Connolly
Christoph Eykman
Michael Resler

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.

GM 175 Business German (Spring: 3)
Prerequisite: GM 051 or the equivalent
Satisfies Foreign Language Proficiency Core Requirement
Conducted in German.
Counts toward German major, German minor, and German Studies minor.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in

German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.
Ruth Sondermann

GM 201 German Composition and Conversation I (Fall: 3)
Prerequisites: GM 050-051 or their equivalent
Satisfies Foreign Language Proficiency Core Requirement
Required for German major and German minor.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically.
Christoph Eykman

GM 202 German Composition and Conversation II (Spring: 3)
Prerequisite: GM 201 or its equivalent
Satisfies Foreign Language Proficiency Core Requirement
Required for German major and German minor.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. This is not so much a course in which the student progresses from phase to phase, as one in which continuous practice and frequent intensive exposure to the foreign language will lead to progress in overall proficiency.
Christoph Eykman

GM 210 History of German Literature I (Fall: 3)
Prerequisites: GM 050-051 (with a B- or better) or the equivalent
Satisfies Foreign Language Proficiency Core Requirement
Offered Biennially
Conducted in German.
Required for German major.

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust.* Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments, and oral reports help students improve their overall proficiency in German.
Rachel Freudenburg

GM 211 History of German Literature II (Spring: 3)
Prerequisites: GM 050-051 (with a B- or better) or the equivalent
Satisfies Foreign Language Proficiency Core Requirement
Offered Biennially
Conducted in German.
Required for German major.

A continuation of GM 210, this course is an introduction to the study of German literature. Selected texts from 1800 through the twentieth century will be analyzed against the background of historical events, European literary movements, philosophy, music, film, art and architecture. Includes field trips as well as special units on the Holocaust and "minority" authors. This course incorporates activities to boost students' German proficiency.
Rachel Freudenburg

GM 214 The Poetic Mind of Germany (Spring: 3)
Prerequisite: GM 051 or equivalent
Offered Biennially
Conducted in German.
Counts toward German major, German minor, and German Studies minor.

This course will analyze and discuss selected German poems from the age of the Baroque (seventeenth century) to the present. The poems will be read in the context of German political, social, and cultural/intellectual history. The course will cover literary movements such as the Enlightenment (eighteenth century), Classicism (Goethe and Schiller), Romanticism, Realism, and Expressionism (early twentieth century). Modern and contemporary poets such as Rilke, George, von Hofmannsthal, Brecht, Benn, and others will be included.
Christoph Eykman

GM 222 Music and Word: The German Musical Heritage (Fall: 3)
Prerequisites: GM 050-051 or the equivalent
Offered Biennially
Conducted in German.
No formal knowledge of music required. Counts toward German major, German minor and German Studies minor.

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 224 Modern German Novels in Translation (Fall: 3)
Cross Listed with EN 267
Offered Periodically
Conducted in English.
Counts toward German major, German minor, and German Studies minor.

This course focuses on trendsetting examples of the conventional narrative form which have had a profound influence on both German literature and world literature. The historical contexts stand in an evolving counterpoint to the thematic content.
Monika Totten

GM 226 "Ach Europa!" Hyphenated Germans Write About Their Host Country (Spring: 3)
Prerequisites: GM 050-051 (with B- or better) or the equivalent.
Offered Periodically
Conducted in German.
Counts toward German major, German minor, and German Studies minor.

Hyphenated German writers are bi-lingual and bi-cultural. Famous examples include 2009 Nobel prize winner Herta Müller (Romanian), Zafer Senocak and Fatih Akin (both Turkish). Questions of migration, identity, and otherness are typical topics in their texts and films. With every text in this course, students view Germany from a different perspective, a view from the outside in. In the end, the image of contemporary Germany will look quite original, quite different from the Germany depicted by "German Germans."
Monika Totten

GM 290 Advanced Reading in German (Spring: 3)
Prerequisite: GM 050-051 or the equivalent
Conducted in German.
Counts toward German major and German Studies minor. Required for German minor.
Auditors must register.

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, as well as modern media. The course will facilitate vocabulary development and offer an insight into the German *Geist.* It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language. *Notburga Connolly*

GM 299 Reading and Research (Fall/Spring: 3)
Prerequisite: Permission of the chairperson
By arrangement.

The course includes supervised readings within specific areas, for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.
Christoph Eykman
Rachel Freudenburg
Michael Resler

GM 501 German Studies Internship (Fall/Spring: 1)
Prerequisite: GM 051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn firsthand about daily life and business practices.
Agnes Farkas

GM 601 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of Arts and Sciences.

GM 699 Honors Thesis (Fall/Spring: 3)
Prerequisite: Permission of the Chairperson.
By arrangement.

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project that will lead to an honors thesis.
Christoph Eykman
Rachel Freudenburg
Michael Resler

History

Faculty

Andrew Bunie, *Professor Emeritus;* A.B., A.M, University of New Hampshire; Ph.D., University of Virgina
Radu R. Florescu, *Professor Emeritus;* A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University
Thomas H. O'Connor, *Professor Emeritus;* A.B., A.M., Boston College; Ph.D., Boston University
James E. Cronin, *Professor;* Chairperson of the Department; 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
Marilynn S. Johnson, *Professor;* B.A., Stanford University; M.A., Ph.D., New York University
Kevin Kenny, *Professor;* M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University
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
James O'Toole, *Professor;* A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College
David Quigley, *Professor; Dean of Arts and Sciences;* B.A., Amherst College; M.A., Ph.D., New York University
Alan Rogers, *Professor;* A.B., M.A., Ph.D., University of California, Santa Barbara
Peter H. Weiler, *Professor;* A.B., Stanford University; A.M., Ph.D., Harvard University
Benjamin Braude, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Mark I. Gelfand, *Associate Professor;* A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University
Seth Jacobs, *Associate Professor;* B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University
William P. Leahy, S.J., *Associate Professor and University President;* B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University
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Cynthia Lyerly, *Associate Professor;* B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University
Rebecca Nedostup, *Associate Professor;* B.A., Harvard University; M.A., M.Phil, Ph.D., Columbia University
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Prasannan Parthasarathi, *Associate Professor;* B.A., Williams College; M.A., Boston University; Ph.D., Harvard University
Devin Pendas, *Associate Professor;* B.A., Carleton College; M.A., Ph.D., University of Chicago
Virginia Reinburg, *Associate Professor;* A.B., Georgetown University; M.A., Ph.D., Princeton University
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Stephen Schloesser, S.J., *Associate Professor;* A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University
Franziska Seraphim, *Associate Professor;* A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University
Paul G. Spagnoli, *Associate Professor;* A.B., Holy Cross; A.M., Ph.D., Harvard University
Martin Summers, *Associate Professor;* B.A. Hampton University; Ph.D., Rutgers University

Frank Fonda Taylor, *Associate Professor;* B.A., M.A., University of West Indies; Ph.D., University of Geneva
Zachary Morgan, *Assistant Professor;* Ph.D., Brown University
Sarah Ross, *Assistant Professor;* B.A., Bowdoin College; M.A., Ph.D., Northwestern University
Dana Sajdi, *Assistant Professor;* B.A., American University of Cairo; M.A., Ph.D., Columbia University
Owen Stanwood, *Assistant Professor;* B.A., Grinnell College; M.A., Ph.D., Northwestern University
Karen Miller, *Adjunct Associate Professor;* B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara
Robert Savage, *Adjunct Associate Professor;* B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Contacts

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- www.bc.edu/history

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the 2-semester (6-credit) University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a 2-semester (6-credit) sequence in U.S. History (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and HS 181-182 in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the 2-semester (6-credit) U.S. History requirement.

For students beginning with the Class of 2014:

In addition to the University Core sequence in modern history, the History major is required to complete at least 30 additional credits in history, including the following: four credits of HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 11 credits of upper-division electives (numbered 200-699) in addition to HS 300. All students who are not writing a senior honors thesis in History must take four of their upper-division credits in the form of either a senior colloquium (HS 691) or a senior research seminar (HS 692). Note that some upper-division electives also satisfy the non-Western requirement. At least nine credits of the electives, including six credits of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at www.bc.edu/history.

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the 30 required major credits beyond the University Core. Likewise a maximum of six summer credits may be taken for major credit, but at least 18 credits, including HS 300 and six of the upper-division credits, must be taken at Boston College during the regular academic year.

For students in the Classes of 2011, 2012, and 2013:

In addition to the University Core sequence in modern history, the History major is required to complete eight additional courses, including the following: 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 at www.bc.edu/history.

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 major 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. (Students should also note that the College of Arts and Sciences accepts summer courses for credit only to make up deficiencies so that even a course accepted to fulfill a History major or minor requirement will not reduce the 38 courses required for the degree.)

Majors with strong academic records are encouraged to consider the department's Honors Program, which centers around an honors thesis done in the senior year.

Minor Requirements

The History minor requires six courses worth at least 18 credits. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699) worth at least six credits. In between, students can choose two other courses (worth at least six credits) freely from among the Department's offerings. Because many Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor requirements, but students who have fulfilled the History Core through advanced placement may substitute two electives (worth at least six credits) in order to complete the required six courses (and 18 credits).

Information for First Year Majors and Non-Majors

The University Core requirement is a 2-semester sequence in modern history from the late medieval period to the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement. Every student must take one first-half and one second-half of a sequence (i.e., one of your courses must be odd-numbered and one even-numbered). Although students are expected to take both halves in the same sequence, switching to a different sequence at midyear is permitted. History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past.

Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for Core credit must get permission from the Core Moderator, and they are strongly urged to do so before going abroad. Such a course must cover more than one century and more than one country. Similar guidelines apply to courses transferred from a previous institution, and at least one of the Core courses must be taken at Boston College.

No more than one of the two Core courses may, with the permission of the department's Core Moderator, be fulfilled with a summer class.

For further information about the History Core, please contact the department's Core Moderator, whose name can be found on the Department's website.

Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses (12 credits) abroad for major credit (and a maximum of two courses—six credits—for upper-division credit), although six history courses (18 credits) beyond the Core, including HS 300, must be taken at Boston College during the regular academic year. History minors may take as many as two courses (six credits) abroad for minor credit (including one upper-division course worth three credits).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the U.S. History requirement (HS 181-182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in email contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit www.bc.edu/schools/cas/history/undergrad/major/foreign_study.html.

For more information on the application of these guidelines to the history minor, visit www.bc.edu/schools/cas/history/undergrad/minor.html.

If you have further questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by email at paul.spagnoli@bc.edu.

Undergraduate Course Offerings

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

HS 001-002 Europe in the World I and II (Fall/Spring: 3)
Corequisites: HS 003, HS 004
Satisfies History Core Requirement
Offered Periodically

These courses focuses on Europe and the world from the Black Death through the Haitian Revolution. Topics covered in the course include the Black Death and Renaissance, European expansion across the Atlantic and Indian Oceans, Europe and the Ottoman Turks, religious reformation and warfare, early capitalism and transatlantic slavery, early modern science and the Enlightenment, and the French and Haitian Revolutions.
John Rosser
Sally Shockro

HS 005-006 Asia in the World I and II (Fall/Spring: 3)
Corequisites: HS 007, HS 008
Satisfies History Core Requirement
Offered Periodically

These core courses survey the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global colonial context of the Industrial Revolution in the eighteenth century. We will challenge common geographical (mis)conceptions (e.g., East versus West) in historical narratives, uncover their origins and how they have changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of the historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, empires, wars, ideologies, and the constraints of a shared ecological environment.
Rebecca Nedostup
Franziska Seraphim

HS 011-012 Atlantic World I and II (Fall/Spring: 3)
Corequisites: HS 013 and HS 014
Satisfies History Core Requirement
Offered Periodically

These courses survey the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals, notions of equality, and the emergence of a global system of trade.
Kevin O'Neill
The Department

HS 019-020 Democracy, Rights, and Empire I and II (Fall/Spring: 3)
Corequisites: HS 021 and HS 022
Satisfies History Core Requirement
Offered Periodically

These courses are an inquiry into the origins of modernity (c. 1350-1800) by considering European capitalism, early colonialism, New World slavery, religious warfare, political revolutions (e.g., the French and Haitian revolutions), the Scientific Revolution and Enlightenment. Looked at another way, the course is chiefly about the first global economy and European greed, racism, exploitation, and fanaticism, out of which, in the eighteenth century, emerged the struggle for toleration and human rights. The seemingly inherent contradictions in the development of Western society during these centuries are what the professor attempts to resolve.
Devin Pendas
Alan Rogers

HS 023-024 Eurasia in the World I and II (Fall/Spring: 3)
Corequisites: HS 025 and HS 026
Satisfies History Core Requirement
Offered Periodically

In the fall we will discuss the changing frontiers of Europe's religious, economic, cultural, technological, and the interactions that defined that liminal space. Spring semester we will explores the political and economic restructuring of Western Europe, Russia, and the Third World under the pressure of the modern population explosion and Industrial Revolution.
Roberta Manning
Sally Shockro

HS 031-032 Europe and the Modern World I and II (Fall/Spring: 3)
Corequisites: HS 033 and HS 034
Satisfies History Core Requirement
Offered Periodically

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. First semester topics include the Renaissance and Reformation movements; state building and constitutional conflicts in England and France; European empires in North America and the Atlantic slave trade; the Enlightenment and the French Revolution.
James Cronin
Virginia Reinburg

HS 035-036 Europe and the Modern World I and II (Fall/Spring: 3)
Corequisites: HS 037 and HS 038
Offered Periodically

These courses survey European history from the Renaissance through the French Revolution, emphasizing economic, political, and social developments. The course pays particular attention to the development of the global economy and the European state system. We will examine these developments and their impact on the lives of men and women both in Europe and around the globe.
Sarah Ross
The Department

HS 041-042 Europe in the World I and II (Fall/Spring: 3)
Corequisites: HS 043 and HS 044
Satisfies History Core Requirement
Offered Periodically

The purpose of these courses are two-fold. First, as an essential part of a liberal education, the course will assist students to develop their skills of critical reading, thinking, speaking, and writing. Second, the course will introduce students to some of the broad outlines of European politics, society and culture from the Renaissance and Reformation to the outbreak of the French Revolution.
Paul Spagnoli
The Department

HS 051-052 Europe in the World I and II (Fall/Spring: 3)
The Department

HS 055-056 Globalization I and II (Fall/Spring: 3)
Corequisites: HS 057 and HS 058
Satisfies History Core Requirement
Offered Periodically

Globalization is a fairly new term for the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world's expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.
David Northrup

HS 081-082 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement

These courses cover several centuries of time and traces the political, social, economic, and cultural changes that created the modern world.
The Department

HS 093-094 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement

These courses cover several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HS 104 American Presidency (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Periodically

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.
Mark Gelfand

HS 106 Teaching History Content Lab (Fall/Spring: 1)
Offered Periodically

This course will focus on issues and strategies related to teaching the subject matter of the course to which it is attached. It is highly recommended for Lynch School of Education students, but is also open to any students interested in teaching.
The Department

HS 107 Internship (Fall: 1)
Prerequisite: Any two semesters of HS 001 through HS 093
This course is take on a pass/fail basis.
The Department

HS 111 America's War in Vietnam (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine America's 30-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 120 Introduction to African Diaspora Studies (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Cross Listed with BK 110
Offered Periodically
Fulfills Non-Western Requirement for History Majors

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

HS 121 People and Nature: History and Future of Human Impact/Planet (Fall: 3)
Cross Listed with SC 025
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The twenty-first century opened up with combined crisis of climate, bio-diversity, and eco-system functioning. In contrast to much sustainability discourse, human disruption of eco-system functioning is not new. Indeed, environmental historians have identified major human alterations in eco-systems over the last 500 years. This course combines contemporary analysis of human impacts on the environment with the historical record, and explores both the familiar and the novel in the realm of ecological challenges.
Prasannan Parthasarathi
Juliet Schor

HS 131 American Icons—Nineteenth-Century Images of National Identity (Fall: 3)
Cross Listed with FA 263
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

See course description in the Fine Arts Department.
Judith Bookbinder

HS 148 Introduction to Feminisms (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with EN 125, SC 225

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.
Ellen Friedman

HS 163 Roman Law and Family (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with CL 236
Offered Periodically

See course description in the Classics Department.
Kendra Eshelman

HS 166 Arts of Islamic Spain (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with FA 315
Offered Periodically

See course description in the Fine Arts Department.
Jonathan Bloom

HS 171 Islamic Civilization (Fall: 3)
Prerequisites: Any two semesters of HS 001-HS 094
Cross Listed with FA 174, TH 174
Satisfies Cultural Diversity Core Requirement
Fulfills Non-Western Requirement for History Majors

See course description in the Fine Arts Department.
Jonathan Bloom

HS 172 Post-Slavery History of the Caribbean (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Cross Listed with BK 318
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western requirement for History majors
Frank Taylor

HS 174 Modern Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 174
Offered Periodically
Fulfills Non-Western requirement for History majors

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism,

with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.
Zachary Morgan

HS 181-182 U.S. History 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 African-American History I and II (Fall/Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Cross Listed with BK 104-105
Satisfies Cultural Diversity Core Requirement

This 2-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.
Karen Miller

HS 192 Black Education Movements (Spring: 3)
Cross Listed with BK 222

See course description in the African and African Diaspora Studies Department.
Lyda Peters'

HS 208 Middle East in the Twentieth Century (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Benjamin Braude

HS 214 Modern Southern Africa (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 214
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

Conflicts between Africans and European settlers in southern Africa have deep historical roots. Beginning with the first encounters between European and African societies, the course examines the expansion of European dominance, the politics and economics of racial inequality, and the resulting African protest movements and guerrilla warfare. The course covers South Africa, Angola, Mozambique, and Zimbabwe with an emphasis on the nineteenth and twentieth centuries.
David Northrup

HS 230 The Age of the Renaissance (Fall: 3)
Prerequisites: Any two semesters of HS 01 through HS 094
Offered Periodically

During the late fourteenth century, Europe was attacked by the Four Horsemen of the apocalypse: Disease, War, Famine, and Death. In the face of widespread catastrophe, men and women began to seek stability and truth in new ways, within and beyond the confines of "state" and "church." The sum of the many solutions they found is what we call the Renaissance (1350-1650). This course introduces students to cultural and intellectual developments in Italy and Northern Europe, as well as European encounters with the "New" World.
Sarah Ross

HS 241 Capstone: Boston's College—Your Life (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with UN 532

See course description under University Courses.
J. Joseph Burns

HS 247 Irish Material Culture: 1770-1930 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

In 2012 the McMullen Museum will mount an exhibition about Irish "things" by displaying paintings of and artifacts from rural interiors. In anticipation of that exhibition, this interdisciplinary course explores the lives of Ireland's rural people by drawing upon the evidence of material culture. By examining written and visual historical records that document the fabrication, dissemination and use of ordinary objects like furniture, crockery, and religious icons the course will provide a new perspective on Irish rural economy and society. We will also explore the growing body of theory about the role and meaning of the things that surround us.
Vera Kreilkamp
Kevin O'Neill

HS 255 Afro-Latin America Since Abolition (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 255
Offered Periodically
Fulfills Non-Western Requirement for History Majors

The study of race in Latin America has been too closely linked to the study of slavery. While slavery is central to the development of the culture and economy of the Americas, it is too easy to overlook the role of free blacks in the development of the independent nations of Latin America. We will examine the role of the Afro-Latin American community throughout the Americas as it struggled with issues of manumission, abolition, national independence, and industrialization. The newly independent states of Latin America struggled with ideas of race and modernity, and those struggles continue until today.
Zachary Morgan

HS 267 Reel Life: America's Workers in History and Film (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course explores the history of working-class America through history and film. Focusing on the twentieth century, we'll look at the changing American workplace and how different groups of worker—immigrants, African Americans, and women—experienced it and organized for change. At the same time, we'll also examine the "production" of history through film, assessing popular representations of workers from Charlie Chaplin's *Modern Times* to recent films about migrant labor and the globalization of work.
Marilynn Johnson

HS 280 History of Black Nationalism (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 512
Offered Periodically

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalistic strategies, including emigrationist, separatist, cultural, and accomodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.
Karen Miller

HS 292 The Witch, the Church and the Law (Spring: 3)
Virginia Reinburg

HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before, they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 400 A.D. is explored along with questions about what it meant to be a Christian (e.g., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans. Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called "the strange triumph of Christianity."
John Rosser

HS 300.25 Study and Writing of History: Montgomery Bus Boycott (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

The dual purpose of this course is to analyze sources, methodologies, and approaches to writing about history, and, to incorporate that knowledge in the production of a significant research paper that treats a specific theme within the framework of the mid-twentieth century Civil Rights Movement (1945-1975).
Karen Miller

HS 300.29 Study and Writing of History: The Partition of India (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
History Major Status

The partitioning of British India in 1947 is the most important event in the twentieth-century history of the Indian subcontinent. Some 10-15 million people moved in its aftermath and the violence that engulfed the regions claimed half a million lives. This course will examine the arguments that have been put forward for why India was partitioned, explanations for the violence that engulfed the event, and the long shadow that partition casts over the subcontinent today.
Prasannan Parthasarathi

HS 300.32 Study and Writing of History: Globalizing Jesus: Christian History in China, 1552-1773 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

This course examines the cross-cultural interactions that occurred from 1583 to the suppression of the Society of Jesus in 1773. Topics include issues of enculturation and reception, with reference to art and map-making; the decline of the influence of the Portuguese padroado and the rise of the influence of French aspirations in Asia with specific reference to China; the growth of Chinese Christian communities and the emergence of hostility towards such communities. Students will be able to explore these themes through class discussion and independent research based on primary sources.
Jeremy Clarke

HS 300.33 Study and Writing of History: Booker T. Washington, Gospel and Creed (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

This course examines the life, times, and legacy of Booker T. Washington,1856-1915. A complex and often polarizing historical figure, Washington's public and private statements on race relations, entrepreneurship, immigration, education and other pressing issues during the latter half of the nineteenth century alienated almost as many as he influenced.
Karen Miller

HS 300.39 Study and Writing of History: The Global Cold War (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

The global Cold War, viewed through the prism of new historical works and recently declassified top secret documents from the U.S., former Soviet Union and other communist nations—now readily available in English online virtual archives—along with the information on the progress of the arms race over time (from 1945 on) found in the databases of NGOs, will allow you to see the Cold War over the shoulders of those who led it. This couse will develop students' research, writing and analytical skills in using both primary and secondary sources. In the process, we will see how the global Cold War, Superpower rivalries and interventions, and the colonial rebellions of 1946-1975 created the world of the twenty-first century in which we live.
Roberta Manning

HS 300.43 Study and Writing of History: Thatcher's Legacy (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

Margaret Thatcher was arguably the most important prime minister in twentieth-century Britain. She did more to reshape the British economy, British Society and Britain's political landscape than David Lloyd George, Winston Churchill, Clement Atlee or Tony Blair. As a consequence, political leaders since Thatcher, John Major, her Tory successor, and both Tony Blair and Gordon Brown, leaders of the Labour Party that has governed Britain since 1997, have been forced to come to terms with her legacy in one fashion or another. This course will provide an opportunity for students to trace the "Thatcher effect" on her successors.
James Cronin

HS 300.45 Study and Writing of History: Violence Makes History (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status
Course will be taught in English.
Reading knowledge of Spanish required.

This course will use Memoria del Silencio, the report from Guatemala's Truth Commission on violence on Guatemala between the late 1970s and until the early 1990s, as a primary source for studying and writing about violence as an historical force. The class will read selections regarding the many controversies surrounding truth commissions, including those that relate to the collection of data. As well, students will look at how one scholar, the Guatemalan Jesuit anthropologist Ricardo Falla, has used the documentation of horrors as a means to understand and write about what appears to be beyond the realm of description.
Deborah Levenson

HS 300.49 Study and Writing of History: Intellectuals and Politics (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major status

This course will examine the productive tensions that arise when the world of intelligence and the world of politics come together, when intellectuals throw themselves into political engagement. We will examine the case studies in intellectual politics: the Dreyfus Affair in France; existentialism; Communism and the Cold War; post-colonialism; the New Left; and neo-conservatism. Our goal will be to historicize the changing nature of intellectual engagement as well as investigate possibilities for political intelligence and intelligent politics in our own day. Students will engage in a substantial research project based on primary sources.
Julian Bourg

HS 300.52 Study and Writing of History: The Jesuit Relations (Spring: 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 the encounters between French Jesuit missionaries and Native Americans in seventeenth-century North America (present-day eastern Canada, the upper midwest, and New York state). Students will choose a topic and write a research paper based on The Jesuit Relations, a 73-volume collection of the reports and letters the Jesuits wrote for their superiors back in France and Rome. The Jesuits wrote back home about their efforts to convert the peoples they met to Christianity. But they also reported more broadly on what they learned and did in the new world. They wrote about politics and warfare, family life and childrearing, health and disease, the natural world, and religious customs and beliefs. The huge body of writings the Jesuits left behind testify to the wide variety of ideas and experiences that these learned Europeans had in North America, as well as the complex relationships they had with Native Americans and their cultures.
Virginia Reinburg

HS 300.53 Study and Writing of History: Ireland and the Concept of Neutrality in the Twentieth Century (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

This course will analyze the origins of Irish neutrality in the writings of early nationalist leaders and will contrast that vision with the practice of neutrality by Irish governments since 1919. Special attention will be paid to the unique nature of Irish neutrality in World War II. Employing archival and published sources, students will analyze the motives and circumstances that have prompted Ireland's neutrality ever since 1939. That investigative exercise will afford a useful introduction to the methods of historical research and writing.
Thomas Hachey

HS 300.57 Study and Writing of History: Adoption, Race, and Kinship in the Twentieth Century (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

What is the American family? How do we define, construct and understand this institution, and how has it changed during the twentieth century? How does our understanding of the family enhance our understanding of other areas of American history? In this class we will examine these questions by studying the history of adoption and family-making in the United States and the relationship of these ideas and practices to American thinking about race. In the first third of the course, we will read about and discuss topics including race and private life, the history of the family, and interracial and international adoption. The course considers the period from the late nineteenth century to the late twentieth century. Adoption from China is not included within the scope of this course.
Arissa Oh

HS 300.65 Study and Writing of History: Travel and Espionage (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

The literature of travel has played an important role in writing history ever since its beginning. The so-called father of history, Herodotus, drew upon his travels to Egypt for his work that has foundational for European historiography. In recent centuries, travels to and from the Islamic world have been the occasion for espionage as well as literature. This course will assess the value of travel literature as a source for cross-cultural historical (mis)understanding. Topics to be considered will be drawn from sources such as Lawrence of Arabia, Richard Burton, and the lesser known W.G. Palgrave, Muhammad al-Saffar, and Ibn Batuta.
Benjamin Braude

HS 300.80 Study and Writing of History: King Philip's War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

This course will examine the conflict between Indians and English colonists in New England during 1675-77 known as King Philip's or Metacom's War. The course will have three components. First, we will examine many of the relevant sources from the conflict, including published accounts by Increase Mather, Benjamin Church, and Mary

Rowlandson, and official records of the Massachusetts Bay Colony, both published and unpublished. Next, we will look at historians' interpretations of the event, from the mid-twentieth century to the present.
Owen Stanwood

HS 300.82 Study and Writing of History: France and the French in the Age of World War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
History Major Status

France experienced both victory and defeat in the world wars of 1914-18 and 1939-45. How did France come to be involved in the two wars? How did the French win in 1918, lose in 1940, and take their place among the victors again in 1945? How did the wars affect French society, class and gender relations, and political divisions in the years from 1914 to 1945?
Paul Spagnoli

HS 300.94 Study and Writing of History: America in the 1960's (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Status Major Status

This course aims to introduce one of the most idealistic, dynamic, and turbulent periods in American history. Reviewing the 1960's both chronologically and thematically, it explores the significant political, foreign policy, social, and cultural events and issues that shaped the era, from the 1960 Greensboro sit-ins and presidential campaign to the high tide of women's liberation and American withdrawal from Vietnam in 1973.
Seth Jacobs

HS 691 Senior Colloquium (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300
The Department

HS 691.01 Senior Colloquium: London—A Social History (Fall: 4)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300

Examining London as a center of political, cultural, and economic life, and as the capital of a worldwide empire, this course tracks the ways the metropolis has expanded and changed from the eighteenth century to the present. It looks particularly at the differing experience of urban life that people had depending on their social class, gender, or race. Topics include the environment, housing immigration, suburbanization, shopping, town planning, culture, and the wartime blitz.
Peter Weiler

HS 691.02 Senior Colloquium: America's Great War for Empire, 1702-1783 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300

The English and the French fought three wars for imperial mastery over North America in the eighteenth century—Queen Anne's War (1702-13), King George's War (1744-48), and the French and Indian War (1754-63). Each was part of a wider European or global conflict. The British emerged victorious in 1763, but 20 years later, in the American Revolutionary War (1776-83), they lost most of what they had won. This course of intensive readings examines the history of imperial North America with particular emphasis on the relations between Native Americans and European colonists.
Kevin Kenny

HS 692 Senior Seminar (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300
The Department

HS 692.01 Senior Seminar: Family and Gender in American History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300

Covering the nineteenth and twentieth centuries, this course examines the changing gender and generational relations and the evolving structure and ideology of American family life. Although women's history and family history developed as distinct fields, we will concentrate on the intersection of this scholarship, drawing on the theories and methodologies of both. While exploring the transformation of family life over time, we will also look cross culturally at the experience of immigrant, black, working-class, and frontier communities.
Marilynn Johnson

HS 692.02 Senior Seminar: The U.S. Occupation of Japan and Germany after World War II (Spring: 4)
Prerequisites: Any two semesters of HS 001 through HS 094 and HS 300

The total defeat of Japan and Germany in 1945 resulted in a prolonged time of military occupation of both countries by the United States and other powers. These early years of starting over on the behest of the victors proved crucial in the making not only of postwar Japan and Germany and their respective regions, Asia and Europe, but also of the United States. In this course, students become comparative historians as they examine similarities and differences between these two experiences of occupation, from demilitarization and democratization to the making of America's most committed allies at the opening stage of the Cold War.
Franziska Seraphim

HS 693 Honors Seminar (Fall: 3)
Prerequisite: Approval through the Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.
The Department

HS 694 Honors Thesis (Spring: 3)
Prerequisite: Approval through the Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project.
The Department

HS 695 Advanced Independent Research (Fall: 3)
Prerequisite: Approval through the Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.
The Department

HS 696 Advanced Independent Research (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

See course description under HS 695.
The Department

HS 699 Readings and Research: Independent Study (Fall/Spring: 3)
Prerequisites: Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001 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 302 From Sun Yat-Sen to Shanghai 2010 (Spring: 3)
Jeremy Clarke

HS 303 Late Imperial China (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western requirement for History majors

In the course of the three centuries between 1600 and 1900, the Chinese empire soared to new heights of expansion and power, and sank to fatal depths of disunity and revolt. By 1912, the last imperial dynasty had been overthrown in the name of nationalism, democracy and revolution.This course traces the complex history of this time by examining how the empire was constructed and deconstructed —culturally, socially, and political.
Rebecca Nedostup

HS 310 Public Culture in Postwar Japan (Fall: 3)
Prerequisites: Any two sections of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course explores the themes in Japanese public culture since 1945 from a historical perspective. They include the place of war memory in public life, changing social values concerning women and family, cultures of political protest, ethnic diversity, new (and old) religions, and icons of popular culture. The readings focus on major recent works by historians, anthropologists, psychologists, and literary scholars designed to broaden our view of postwar Japan from critical new perspectives. Students will also have the chance to do some research into an area of their particular interest. Some background in twentieth century Japanese history is recommended.
Franziska Seraphim

HS 311 African Slave Trade (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

From antiquity to the late nineteenth century Black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves.
David Northrup

HS 320 Modern Brazil (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.
Zachary Morgan

HS 324 Populism and Military Rule in Latin America (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course examines the broad dynamics of political change in twentieth century Latin America by focusing on two specific models of governance. It examines Latin American politics from the rise of populism in the 1930s to the widespread collapse of democracy and establishment of military regimes in the 1960s-1970s. Through these patterns, we will consider the causes and consequences of industrialization, nationalization, authoritarianism, democratization, and neo-liberalism. The course will focus primarily on Argentina, Brazil, and Chile. We will consider theoretical approaches to Latin American history to understand both the general processes of change and differences that exist among these countries.
Zachary Morgan

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 325
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History majors

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.
Frank Taylor

HS 326 History of Modern Iran (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with PO 420
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

See course description in the Political Science Department.
Ali Banuazizi

HS 329 The Caribbean During the Cold War, 1962-1989 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in

1965, Grenada in 1983, or Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambience within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.
Frank Taylor

HS 358 The Death Penalty: United Sates and European Union (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Why is the United States the only Western country and one of a handful of nations world wide to legally execute convicted murderers? We will explore the social-political-legal history of the death penalty and the several unsuccessful attempts to abolish capital punishment throughout the United States and track Great Britain and Europe's path to abolition.
Alan Rogers

HS 368 Early Modern British Expansion (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

During the Tudor and Stuart period (1485-1715), England set out to colonize the world, starting with Ireland and moving to North America and the Caribbean. In this course we will examine these colonial endeavors and attempt to answer several questions. Why did the English expand during this period? What were their primary motivations? How did they relate to the indigenous people? And most importantly, how did the conquest of Ireland relate to the simultaneous exploration and exploitation of the New World? Our sources will include primary accounts by English and Irish people as well as major historical scholarship.
Owen Stanwood

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
Offered Periodically
Fulfills Non-Western Requirement for History Majors

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.
Frank Taylor

HS 376 Latin American Women/Themselves (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically

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

HS 385 Introduction to Modern South Asia (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.
Prasannan Parthasarathi

HS 401 The Reformation (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant, and aristocrat.
Virginia Reinburg

HS 403 The Vikings (Spring: 3)
Prerequisites: Any two semester HS 001 through HS 094
Offered Periodically

This course will begin with an examination of fabled Norse cosmogony and then explore the "Old Sagas" and the "Icelandic Family Sagas," the former largely dedicated to heroic and epic/fantastic deeds, and the latter representative of life on a remote, often inclement, island. Our primary goal is to explore the reliability of annalistic, literary, and archeological sources. The course will also question how the Vikings influenced the world - from North America to Byzantium. It will close with an examination of "Viking assimilation," paying particular attention to the Anglo-Danish regnum, embodied in Cnut I, the "Viking" king of England.
Robin Fleming

HS 409 Michelangelo's Chapel (Fall: 3)
Prerequisites: Any two courses HS 001 through HS 094
Cross Listed with TH 409
Offered Periodically

From 1508 to 1512 Michelangelo painted the ceiling of the Sistine Chapel in Rome. From 1536 to 1541 he completed its altar wall, "The Last Judgment." Together these works constitute one of the most amazing individual achievements in the history of imagination and creativity. They coincided with the Protestant and Catholic Reformations, the rising power of the Ottoman empire, and the achievements of the Renaissance. This course will set Michelangelo's works within their artistic, religious, political, and intellectual contexts and explore their significance.
Benjamin Braude

HS 410 Disunited Kingdom (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will provide an overview of British and Irish history in the nineteenth and twentieth centuries by exploring issues of nationalism and culture within both the United Kingdom and Ireland. Although Ireland and Irish-British relations will be the primary focus of the course students will also consider how Scotland and Wales have developed dual identities which enable citizens of both nations to consider themselves "British" as well as Scottish or Welsh.
Robert Savage

HS 421 Irish Women Emigrants (Fall: 3)
Ruth-Ann Harris

HS 431 Ireland: Union to Rebellion (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will examine the political, cultural and social history of Ireland from the Act of Union that united the kingdoms of Ireland and Great Britain to the Anglo-Irish Treaty of 1921 that began their separation. Topics considered in detail include the Act of Union, Daniel O'Connell and the struggle for Catholic Emancipation, the Great Famine, the Land War, the Home Rule Crisis, the 1916 Rising, the War of Independence and the Treaty of 1921.
Kevin O'Neill

HS 436 Twentieth-Century Ireland (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

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 30 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."
Robert Savage

HS 452 War and Genocide (Fall: 3)
Prerequisites: Any two semesters of HS 001 through 0094
Offered Periodically

Genocide has been one of the most tragic and disturbing global phenomena of the twentieth century. It has been truly global in scope, striking Asia, Africa, the Americas and Europe. In this course, we will explore the history of genocide and its relationship to war in global perspective, from the colonial genocides of the nineteenth century, the Armenian genocide in World War I, the Holocaust in World War II and the potcolonial genocides since 1945. We will also ask what might be done on an international level to combat genocide either through military intervention or through legal prosecution.
Devin Pendas

HS 454 Twentieth- and Twenty-First-Century Russia (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Whither Russia? What does the future hold in store for the world's largest nation, which has long surprised, amazed, horrified and astonished outside observers? We will seek to answer this question by surveying this nation's stormy course from Tsar Nicholas II to Putin and Medvedev, with emphasis on the Soviet period. Topics include the revolutionary movement, the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and revival under Putin and Medvedev.
Roberta Manning

HS 458 St. Petersburg/Leningrad: From Peter the Great to Putin (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Through historical works, memoirs, film and literature, we will experience daily life and culture in Russia's second capital from its construction as a city of palaces on a swamp by day laborers to the present day. We will study Petersburg's monarchs, aristocrats, writers, artists, terrorists, serfs and the new industrial working class that toppled the monarchy and brought the Communists to political power for 75 years. We will examine Stalinism and the Terror in Leningrad, the city's heroic 900-day Siege in World War II, and the postwar blue collar Leningrad childhood of Russia's President Putin.
Roberta Manning

HS 460 Hitler, Churches, and the Holocaust (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with TH 482, HP 259
Offered Periodically

See course description in the Theology Department.
Donald Dietrich

HS 470 The Ends of Human History: Twentieth Century European Intellectual History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course charts the development of European worldviews from 1870 to the present. Beginning with various crises in late-nineteenth-century rationalism, we will subsequently examine theoretical and artistic movements such as decadence, vitalism, psychoanalysis, futurism, surrealism, phenomenology, fascism, existentialism, structuralism, feminism, deconstruction, and postmodernism. The unifying thread in this story traces the gradual intensification of the modernist critique of modern life, a critique that ultimately fragmented in what has been

understood as the postmodern moment. We will ask what meaning history and human beings can have in the wake of the catastrophes of the twentieth century.
Julian Bourg

HS 488 The French Revolution (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

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 506 History of the American West (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Periodically

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the Western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.
Marilynn Johnson

HS 514 American Civil War and Reconstruction (Fall: 3)
Cross Listed with BK 514
Christian Samito

HS 517 U.S. Constitutional History I (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course focuses on U.S. Constitutional history from the birth of the republic to the Civil War. The second course focuses on the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.
The Department

HS 526 Law and American Society (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Not open to students who have taken HS 253.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.
Mark Gelfand

HS 539-540 History of American Women I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This lecture-discussion course explores American women from European contact to the Civil War. Themes include the diversity of women's experience, views of women, the family, social movements, work, and the law.
Cynthia Lyerly

HS 548 Age of Decision: Challenges to Industrial America,1877-1929 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course examines some of the major personalities, events, and issues that shaped American history between the end of Reconstruction through the 1920s. These were pivotal years in which a modern economy took shape, and the U.S. emerged as a major force in world affairs. Yet, at every step of the way the American people disagreed sharply, sometimes even violently, over fundamental issues. By the 1920s, the U.S. had emerged as the world's leading industrial capitalist nation, and there would be no turning back.
Patrick Maney

HS 551 U.S. 1929-1960 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Course not open to students who have taken HS 549

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.
Mark Gelfand

HS 552 U.S. Since 1960 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Course not open to students who have taken HS 550.

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs; foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.
Mark Gelfand

HS 553 The Old South (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.
Cynthia Lyerly

HS 565 American Immigration I (to 1865) (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This is the first half of a 2-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and antebellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.
Kevin Kenny

HS 566 American Immigration II (from 1865) (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 002
Offered Periodically

This is the second half of a 2-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.
Kevin Kenny

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

These courses are two semester surveys 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.
Seth Jacobs

HS 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, permission of instructor
Cross Listed with EN 603, SC 664
By A&S regulation, this is a pass/fail course and therefore cannot be taken for major credit.

This course is for students who have taken SC 255 Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.
The Department

The Honors Program

Contacts

- 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
- www.bc.edu/schools/cas/honors

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 offers 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 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.

Please Note: The University will be converting from a course-based system to a credit-based system, beginning with the Class of 2014.

Freshman and Sophomore Year

In their first two years, (each semester of their first two years for members of the class of 2014) students take a course called The Western Cultural Tradition. This is a 4-semester, 6-credit course, equal to two of the five courses BC 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 medieval 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, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

Junior Year

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This 2-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 6-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 integrative (advanced) seminars 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 two of the senior integrative seminars, and have maintained a minimum 3.4 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 Twentieth 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 Honors Program students in fashioning their 4-year curriculum.

Undergraduate Course Offerings

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

HP 001-HP 002 Western Cultural Tradition I and II (Fall: 3)
Corequisites: HP 002-003
Satisfies Philosophy Core Requirement
Satisfies Writing Core Requirement

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the 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 003-004 Western Cultural Tradition III-IV (Spring: 3)
Corequisites: HP 003-004
Satisfies Literature Core Requirement
Satisfies Theology Core Requirement

Students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.
The Department

HP 031-032 Western Cultural Tradition V-VI (Fall: 3)
Corequisites: HP 031-032
Satisfies Social Sciences Core Requirement

See course description under HP 001.
The Department

HP 033-034 Western Cultural Tradition VII-VIII (Spring: 3)
Corequisite: HP 034
Satisfies Social Sciences Core Requirement

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 twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

Marty Cohen
Christopher Constas
Thomas Epstein
Mary Joe Hughes
Michael Martin
Susan Mattis
John Michalczyk
Kevin Newmark
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.

Marty Cohen
Christopher Constas
Mary Joe Hughes
Alan Lawson
Michael Martin
Susan Mattis
Kevin Newmark

HP 199 Readings and Research (Fall/Spring: 3)

The Department

HP 252 Advanced Seminar: Odysseus Themes (Spring: 3)

This course applies electronic technology to the study of texts from the Honors Program humanities curriculum. This is done while revisiting Homer and other authors. Students should expect to leave the seminar with writing and thinking skills enhanced by the ability to incorporate hypertextual techniques and modes of thinking into their research, compositions, and other presentations. This advanced seminar is for juniors developing their ability to research and execute an honors thesis, seniors completing the requirements of the program with an original research project, and others merely interested in Odysseus *polytropos,* Prospero and "Poldy."

Timothy Duket

HP 254 Advanced Seminar: Law, Medicine, and Public Policy (Fall: 3)

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine.

John J. Paris, S.J.

HP 259 Hitler, the Churches, and the Holocaust (Spring: 3)
Cross Listed with TH 482, HS 460

See course description in the Theology Department.

Donald Dietrich

HP 260 Advanced Seminar: Democracy and Art (Fall: 3)

Through a wide range of readings, films, and other media, this course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is taste? On what basis do we judge a work (a film, novel, song, painting, video game, poem) good or bad? Are some arts more democratic than others? How does American popular culture compare with the ideologically-based "people's art" of twentieth-century totalitarian regimes? Is there such a thing as a "democratic aesthetic?"

Martha Bayles

HP 261 Advanced Seminar: A Shakespeare Reprise (Spring: 3)

The Department

HP 262 Americans, Ugly or Beautiful (Spring: 3)

Martha Bayles

HP 263 Kerouac's Desolation Dharma (Fall: 3)

Michael Martin

HP 264 Gender (In)Equality: Classical and Christian Perspectives (Spring: 3)
Cross Listed with TH 264

See course description in the Theology Department.

Lisa Cahill

HP 270 Dante: Reflecting on Our Journey (Spring: 3)

The primary text will be Dante's *Commedia: Inferno, Purgatorio, Paradiso*, trans. by Hollander. With the understanding that most Honors Program students have had some experience reading Dante's epic poem as freshmen, the seminar will be based upon the text while addressing broader topics such as government, religion, poetry, history and the like. There may be greater exploration of politics, philosophy, psychology, science, social structure within the context of medieval Florence, supported by additional texts, such as the *Vita Nuova, De Monarchia* (Dante's works) and other works by various poets, religious figures from classical times through medieval including contemporary interpretations.

Susan Michalczyk

HP 272 Autobiographical Novel/Memoir (Fall: 3)

Susan Michalczyk

HP 298 Humanities Research Lab (Fall/Spring: 1)
This course is taken in tandem with HP 001-002 (Fall) or HP 003-004 (Spring), but is open to all Honors Program students.

For the well-prepared and interdisciplinary-minded honors student, this one credit course is preparation for the study of the art, architecture and music in the western cultural tradition sequence of courses. By means of hands-on digital skills workshops and evening presentations of art and music from Durer to Beethoven, the student learns the basics of handling multi-media content (visual art, music, architecture, and film) for use in the Honors Program curriculum. The

student who completes HP 298 will begin thinking across media boundaries, recognizing the synergies possible in finding connections across media.
Timothy Duket

HP 299 Senior Honors Thesis (Fall/Spring: 3)
The Department

HP 399 Advanced Independent Research (Fall/Spring: 6)
The Department

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, 21 Campanella Way, Room 485, 617-552-3688, murphyro@bc.edu
- Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-3272, mclaugpp@bc.edu
- www.bc.edu/isp

Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately 70 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA and rigor of academic program), faculty letter of recommendation, student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is early October. Applications and further details about the program are available online at www.bc.edu/isp.

Major Requirements

For students graduating in 2014 and later, 42 credits as described below. For students graduating before 2014, 14 courses as described below.

International Studies Core: 21 credits

- IN 500/PO 500 Introduction to International Studies (3 credits)
- EC 131 Principles of Microeconomics (3 credits)
- EC 132 Principles of Macroeconomics (3 credits)
- One Comparative Politics (PO 4xx) Course (3 credits)
- IN 563/TH 863 Ethics, Religion, and International Politics (3 credits)
- History, Culture, and Society—two courses from the following list (6 credits): HS 005-006 Asia in the World I and II, HS 055-056 Globalization I and II, HS 059-060 Islam and Global Modernities I and II, HS 063-064 Latin America in the World I and II, HS 572 U.S. Foreign Policy II/ 1945-present, SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest, TH 386 Ethics in a Comparative Perspective, TH 507 Introduction to Comparative Theology, or other courses approved by the International Studies Program.

Disciplinary Base: 18 credits

Choose a Disciplinary Base in Economics, Political Science, or History, Culture, and Society.

- **Economics Base:** EC 201 or EC 203 Microeconomic Theory (3 credits), EC 202 or EC 204 Macroeconomic Theory (3 credits), EC 151 or EC 157 Statistics (3 credits), EC 228 Econometrics or EC 308 Game Theory in Economics (3 credits). Two electives chosen from (6 credits): EC 271 International Economic Relations, IN 273/EC 273 Development Economics, EC 275 Economic Development: The Experience of El Salvador, EC 371 International Trade, EC 372 International Finance, IN 374/EC 374 Development Economics and Policy. EC 375 Economic Growth and Development, EC 377 The World Economy: From the Gold Standard to Globalization.
- **Political Science Base:** PO 041-042 Fundamentals I and II (6 credits), IN 540 Research Methods in International Studies or another methods course, e.g., PO 415 Models of Politics (3 credits), Three electives in International Politics or Comparative Politics (9 credits).
- **History, Culture, and Society Base:** Choose either the Ethics and International Social Justice or the Global Cultural Studies option.
- **Ethics and International Social Justice Base:** Foundational courses—one in each of the following two areas: *Foundations in Moral Philosophy, Religious Ethics, or Political Theory:* Choose one of the following (3 credits): PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524 Ethics: An Introduction. PL 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 373 Fundamental Moral Theology, TH 496 The Moral Dimensions of the Christian Life, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures.
  Foundations in the Social Sciences (providing an introduction to this approach): Choose one of the following (3 credits): HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), IN 540 Research Methods in International Studies, PO 415 Models of Politics, IN 540 Research Methods in International Studies, PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 273 Development Economics, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory. Electives—Select electives according to one of the following options:

Normative Option. Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs (12 credits).
Thematic Option. Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, access to healthcare, the pursuit of economic justice, racial justice, or gender justice (12 credits).
Area Option. Four electives focusing on the study of questions of social justice in one geographic region (12 credits).

Global Cultural Studies

Foundational Courses

Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas. Choose one of the following (3 credits):
CO 442 International and Intercultural Communication, EN 232 Literature and Social Change, EN 551 Introduction to Literary and Cultural Theory, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II
(only available to students enrolled in the Honors Program).
Research Strategies and Methods for the Study of Culture
Choose one of the following (3 credits): HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), IN 540 Research Methods in International Studies, SC 210 Research Methods, SC 509 Feminist Approaches to Theory and Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity.

- Electives—Select according to one of the following options:
  Global Culture and the Humanities Option. Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts (12 credits).
  Global Culture, History, and the Social Sciences Option. Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context (12 credits).
  Area Option. Four electives focusing on the study of culture in one geographic region (12 credits).

Senior Year Requirements: 3 or 6 credits

- IN 530 International Studies Seminar (3 credits) or
- *Senior Thesis:* IN 497 Senior Honors Research (3 credits), IN 498 Senior Honors Thesis (3 credits),
  Note: IN 497 may count as an elective toward a student's disciplinary base.

Minor Requirements

For students graduating in 2014 and later, 18 credits as described below. For students graduating before 2014, six courses as described below.

The International Studies minor consists of 18 credits (six courses). Students enrolling in the minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict
- International Political Economy
- Development Studies
- Ethics and International Social Justice
- Global Cultural Studies

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization is required of all minors (3 credits).
- Foundation Course II: Students select one course from the list of courses approved for the student's chosen Thematic Concentration (3 credits).
- Thematic Concentration Electives: Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration (12 credits). In selecting electives, students must bear in mind the University's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program.
  For a list of courses, visit the International Studies website at www.bc.edu/isp.

University regulations permit one course taken for the student's academic major or the University Core to be counted also toward the requirements of the Minor.

Advanced study of a foreign language and Principles of Economics (EC 101-102) are strongly recommended for all students pursuing the Minor in International Studies.

Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at www.bc.edu/isp.

Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 005-006 Asia in the World, HS 055-056 Globalization, HS 059-060 Islam and Global Modernities, or HS 063-064 Latin America in the World.

Information for Study Abroad

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad. International Studies minors may transfer credit for a maximum of two courses toward their International Studies minor.

Students who are contemplating writing a senior honors thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by email with their thesis adviser.

For more information, contact Patricia McLaughlin, International Studies Program Administrator at mclaugpp@bc.edu or 617-552-3272.

Undergraduate Course Offerings

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

IN 199 International Studies Internship (Fall/Spring: 1)
Prerequisite: Department permission required
By Arrangement
Patricia McLaughlin

IN 299 Independent Study (Fall/Spring: 3)
Prerequisite: Department permission required
By arrangement only.
Hiroshi Nakazato

IN 374 Development Economics and Policy (Fall: 3)
Prerequisites: Department permission required, EC 201 or EC 203 and EC 202 or EC 204
Cross Listed with EC 374

See course description in the Economics Department.
Scott L. Fulford

IN 497 Senior Honors Research (Fall: 3)

Weekly seminar/workshop for IS seniors writing a senior thesis.
Hiroshi Nakazato

IN 498 Senior Honors Thesis (Spring: 3)
The Department

IN 500 Introduction to International Studies (Spring: 3)
Corequisites: IN 505

This course provides an introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, polities, 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.
Jennifer Erickson

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

See course description in the Theology Department.
Donald J. Dietrich

IN 505 Discussion Group Introduction International Studies (Spring: 0)
Corequisite: IN 500 Introduction to International Studies

Discussion group for IN 500 Introduction to International Studies.

IN 510 Globalization (Fall: 3)
Prerequisite: Department permission required
Cross Listed with PO 510
Satisfies Cultural Diversity Core Requirement

See course description in the Political Science Department.
Paul Christensen

IN 521 International Law (Fall: 3)
Cross Listed with PO 521

This course examines the role of international public law (the "law of nations") in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law, the laws on territory, jurisdiction, human rights, security, and other relevant topics.
Hiroshi Nakazato

IN 530 International Studies Senior Seminar (Fall/Spring: 3)
Cross Listed with SC 530
Open only to seniors majoring in International Studies

See course description in the Sociology Department.
Brian J Gareau
Paul Gray

IN 540 Research Methods in International Studies (Fall: 3)

This course is designed specifically for students in the Political Science and the History, Culture and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here.
Hiroshi Nakazato

IN 601 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Department permission required
By arrangement only.
Hiroshi Nakazato

Undergraduate and Graduate Course Offerings

IN 539 Human Rights, Humanitarian Crises, and Refugees: Ethical, Political, and Religious Responses (Fall: 3)
Prerequisite: Preference for Theology and International Studies majors.
Cross Listed with TH 539
Registration is limited.

This course will explore the protection of human rights in the face of contemporary humanitarian crises, focusing on the relation between

such crises and warfare, political oppression and economic injustice It will investigate the ethical perspectives that should guide responses by political, religious and civil communities. The issue of the forced migration that results from such crises will receive particular attention. *David Hollenbach, S.J.*

IN 600 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Department permission required
Cross Listed with TH 563
Preference to Theology and International Studies majors and minors.
See course description in the Theology Department.
David Hollenbach
Erik Owens

Islamic Civilization and Societies

Contacts

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Adjunct Associate Professor, Political Science, McGuinn 528, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 109A, 617-552-9139, susan.leonard.1@bc.edu
- www.bc.edu/ics

Undergraduate Program Description

The interdisciplinary major in Islamic Civilization and Societies encompasses faculty and courses from across the university. The program prepares students for careers in diplomacy, journalism, business, government, social service, as well as graduate academic or professional study. Students who complete the major will attain proficiency in Arabic or another language related to the region, along with valuable skills and broader horizons that only an interdisciplinary major can provide.

Major Requirements

The major consists of ten required courses (30 credits) plus language proficiency (four semesters of a relevant language or native speaking ability).

Islamic Civilization and Societies Core: One Course

Team-taught, integrative, and multidisciplinary, this course is designed as an introduction to the field, taught by faculty drawn from a number of departments. The course is offered in the fall semester, is open to non-majors, and fulfills the Cultural Diversity Core requirement.

Disciplinary Base: Four Courses

Choose a Disciplinary Base in History, Political Science, Theology, Fine Arts, or Slavic and Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at www.bc.edu/ics for the list of approved courses.

Departmental Foundation Courses: Two courses

- Political Science: PO 041/042 Fundamentals of Politics I and II
- Fine Arts: FA 101/102 Art from Prehistoric Times to High
- Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HS 001-094 sequence: HS 059 Islam and Global Modernities preferred
- Theology: Any of the 2-semester University Core requirements: Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: SL 147 Language and Identity in the Middle East, SL 150 States and Minorities in the Middle East, SL 148 Modern Middle Eastern and Arabic Literature, SL 291 Near Eastern Civilization

Base Discipline Electives: Two Courses

Political Science:
PO 403 Rise and Rule of Islamic States
PO 414 Politics and Society in Central Eurasia
PO 450 France and the Muslim World
PO 518 Liberalism, Nation Building, and American
Foreign Policy:
PO 638 Islamic Political Philosophy
PO 806 Political Cultures of the Middle East
PO 812 State-Church Relations in Modern Europe
PO/IN 475 Kuwait: Politics and Oil in the Gulf
History:
HS 207 Islamic Civilization in the Middle East
HS 208 Middle East in the Twentieth Century
HS 300.66 The Study and Writing of History: *The Arabian Nights*
HS 315 Islam in South Asia
HS 326 Modern Iran
HS 339 Byzantium and Islam
HS 343 Rise and Fall of the Ottoman Empire
HS 353 Africa, Islam, and Europe
HS/TH 315 Islam in South Asia
HS 385 Modern South Asia
HS 667 Jews and Islamic Civilization
Theology:
TH 325 Lebanon: Focal Point of a Crisis
TH 351 Faith Elements in Conflict
TH 352 Israelis and Palestinians
TH 566 Mystical Poetry in the Islamic Humanities
TH 544 Prophetic Tradition and Inspiration: Exploring the Hadith
TH 576 Pathways to God: Islamic Theologies in Context
TH 554 Encountering the *Qur'an:* Contexts and Approaches
TH 557 Introduction to Islamic Philosophical Traditions
TH Exploring the Religious Worlds of Istanbul and Anatolia
Fine Arts:
FA 174 Islamic Civilization
FA 176 Jerusalem
FA 203 Great Cities of the Islamic Lands
FA 213 Introduction to Islamic Architecture
FA 214 The Art of the Silk Road
FA 234 Mosques, Minarets, and Madrasas
FA 235 The Arts of Persia
FA 276 Islamic Art
FA 280 Masterpieces of Islamic Art
FA 350 The Art of the Object/Islamic Art
FA 409 The Art of the Islamic Book
FA 410 Orientalism
FM 314 Cinema of the Greater Middle East
Slavic and Eastern Languages and Literatures:
SL 037/038 Modern Hebrew I and II
SL 091/TH 582 Biblical Hebrew
SL 107 Turkish Language Workshop
SL 232 Literature of the Other Europe in Translation

SL 250 Conversion, Islam, and Politics in the Balkans
SL 251/252 Advanced Arabic
SL 398 Advanced Tutorial Arabic
SL 272 War and Peace in Yugoslavia
SL/SC 280 Society/National Identity in the Balkans
SL 286/EN 252 Exile and Literature
SL 249 Gender and War in Eastern Europe
SL 291 Near Eastern Civilizations
SL Old Persian and Avestan
SL 359 The Structure of Biblical Hebrew

Electives: Three Courses

Majors choose three elective courses from an approved list found on our website at www.bc.edu/ics. Electives must be distributed among at least two other departments in addition to the disciplinary base.

Senior Seminar and Research Project/Honors Thesis: Two Courses

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

Language Requirement: Four Courses

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Uzbek, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Yemen, Cairo, and at the School of Oriental and African Studies at the University of London (SOAS) during the regular academic year and in the summer. Our students have also studied during the summer months at Middlebury, Harvard and Columbia to accelerate their language skills, and several have won U.S. State Department Critical Language Scholarships and Flagship Fellowships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, B.U., Brandies, and Tufts in particular, offer additional languages such as Persian, Turkish and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

Undergraduate Course Offerings

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

IC 199 Islamic Civilization (Fall: 3)
Cross Listed with FA 174, HS 171, TH 174
Satisfies Cultural Diversity Core Requirement

See course description in the Fine Arts Department.

Jonathan Bloom
James Morris
Dana Sajdi

IC 250 Conversion, Islam and Politics in the Balkans (Spring: 3)
Cross Listed with SL 250
Satisfies Cultural Diversity Core Requirement
Offered Periodically

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

Mariela Dakova

IC 500 ICS Senior Seminar (Fall: 3)
Kathleen Bailey

IC 501 ICS Senior Thesis (Spring: 3)
Kathleen Bailey

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus;* B.A., University of Maine; A.M., Ph.D., Harvard University

Paul R. Thie, *Professor Emeritus;* B.S., Canisius College; Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor Emeritus;* A.B., Boston College; Ph.D., Indiana University.

Joseph F. Krebs, *Assistant Professor Emeritus,* A.B., M.A., Boston College

Avner Ash, *Professor;* A.B., Ph.D., Harvard University

Jenny A. Baglivo, *Professor;* B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Martin J. Bridgeman, *Professor;* B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

Solomon Friedberg, *Professor;* Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

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

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 at Berkeley

Robert H. Gross, *Associate Professor;* A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Benjamin Howard, *Associate Professor;* B.S., University of Chicago; M.S., Ph.D., Stanford University

Richard A. Jenson, *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
Charles Landraitis, *Associate Professor;* A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College
Tao Li, *Associate Professor;* B.S., Peking University; Ph.D., California Institute of Technology
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
Julia Elisenda Grigsby, *Assistant Professor;* A.B., Harvard University; Ph.D., University of California at Berkeley
Marie Clote, *Adjunct Assistant Professor;* M.A., D.E.A., University Paris VII
Robert C. Reed, *Adjunct Assistant Professor;* B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

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 graduate school in pure or applied mathematics, careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school and other professional schools.

Major Requirements: Class of 2014 and Following

The Mathematics major requires completion of at least 33 credits, including:

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 310 Introduction to Abstract Algebra
- MT 320 Introduction to Analysis
- Eighteen elective courses chosen from MT courses numbered 400 or higher

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting 3 credits in MT courses numbered 400 or higher for each.

Major Requirements: Classes of 2011, 2012, and 2013

The Mathematics major requires completion of at least 11 courses, including:

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 310 Introduction to Abstract Algebra
- MT 320 Introduction to Analysis
- Six elective courses chosen from MT courses numbered 400 or higher

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting an elective chosen from MT courses numbered 400 or higher for each course omitted.

Additional Major Requirement (all students)

A grade point average of at least 1.67 in the MT courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MT 102 Calculus I (Math/Science Majors) and Calculus II (Math/Science Majors, numbered MT 105 in the Fall and MT 103 in the Spring) to prepare for the major. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at www.bc.edu/mathadvise.

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

Departmental Honors: Class of 2014 and Following

Departmental Honors are awarded to Mathematics majors who complete a minimum of 21 mathematics credits at the 400 level or above (18 of which are already prescribed by the requirements for the regular mathematics major), together with or including these additional components:

- Completion of MT 695 Honors Seminar (normally offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course or another mathematics elective
- 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

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

Departmental Honors: Classes of 2011, 2012, and 2013

The Department offers qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for Departmental Honors normally include completion of the mathematics major, as listed above, together with or including these additional components:

- Completion of MT 695 Honors Seminar (normally offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course or another mathematics elective
- Completion of two graduate level classes (numbered MT 800 or above)
- A minimum of 12 courses
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

Minor in Mathematics: Class of 2014 and Following

The Mathematics minor requires completion of at least 18 credits, including: MT 101 Calculus II, MT 103 Calculus II (Math/Science), or MT 105 Calculus II, MT 202 Multivariable Calculus,

MT 210 Linear Algebra, Nine elective credits, chosen from: MT 216 Introduction to Abstract Mathematics, MT 226 Probability for Bioinformatics, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, and MT major courses numbered 400 or higher.

Only one of MT 226 and MT 426 may be counted toward the Mathematics minor.

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits chosen from the approved courses listed above for each.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

Biology and Chemistry

- MT 226 Probability for Bioinformatics
- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 470 Mathematical Modeling

Computer Science

- MT 226 Probability for Bioinformatics
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 430 Number Theory
- MT 435 Mathematical Programming
- MT 445 Applied Combinatorics
- MT 470 Mathematical Modeling

Economics

- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 435 Mathematical Programming
- MT 470 Mathematical Modeling

Physics

- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 440 Dynamical Systems
- MT 451 Euclidean and Non-Euclidean Geometry
- MT 460 Complex Variables
- MT 470 Mathematical Modeling

Minor in Mathematics: Classes of 2011, 2012, and 2013

The Mathematics minor requires completion of six courses, including: MT 101 Calculus II, MT 103 Calculus II (Math/Science), or MT 105 Calculus II, MT 202 Multivariable Calculus, and MT 210 Linear Algebra. Three electives, chosen from: MT 216 Introduction to Abstract Mathematics, MT 226 Probability for Bioinformatics, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, MT major courses numbered 400 or higher.

Only one of MT 226 and MT 426 may be counted toward the Mathematics minor.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting an elective chosen from the approved courses listed above for each.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major.

Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the Spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs.

Information for Study Abroad

Normally, Mathematics majors should have completed all required Calculus courses, 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.

Students may take no more than two mathematics courses for credit towards the mathematics major 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 mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact the Assistant Chair for Undergraduate Programs.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or

courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, 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 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202, especially if they have received a score of 5 on the Calculus BC AP exam.

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 202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 180 Principles of Statistics for the Health Sciences (Nursing students)
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at www.bc.edu/mathadvise.

Undergraduate Course Offerings

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

MT 004 Finite Probability and Applications (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MT 007 Ideas in Mathematics (Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills.

MT 100 Calculus I (Fall/Spring: 4)
Prerequisite: Trigonometry
Corequisites: MT 121, MT 122, etc. depending on which section of MT 100 taken
Satisfies Mathematics Core Requirement
MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in MT 102.

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level.Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

MT 101 Calculus II (Fall/Spring: 4)
Prerequisite: MT 100
Corequisites: MT 141, MT 142, etc. depending on section of MT 101 taken
Satisfies Mathematics Core Requirement
MT 101 is not open to students who have completed MT 103 or MT 105. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in either MT 103 (Spring) or MT 105 (Fall).

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)
Prerequisite: Trigonometry
Satisfies Mathematics Core Requirement
Not open to students who have completed a calculus course at the college level.

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)
Prerequisite: MT 102
Satisfies Mathematics Core Requirement
Not open to students who has completed MT 105.

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MT 105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)
Not open to students who have completed MT 103.

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

MT 121-126 Discussion/MT 100 (Fall/Spring: 0)
Corequisite: MT 100

Discussion of problem-solving techniques, examples, and homework in a small-class setting. One hour per week. Each section of MT 100 has a specific corequisite recitation, numbered MT 121—MT 135; students should sign up for the recitation that matches the corequisite listed in the section of MT 100 they select.

MT 141-143 Discussion/MT 101 (Fall/Spring: 0)
Corequisite: MT 101

Discussion of problem-solving techniques, examples, and homework in a small-class setting. One hour per week. Each section of MT 101 has a specific corequisite recitation, numbered MT 141—MT 145; students should sign up for the recitation that matches the corequisite listed in the section of MT 101 they select.

MT 180 Principles of Statistics for the Health Sciences (Spring: 3)
Prerequisite: Connell School of Nursing students only
Satisfies Mathematics Core Requirement

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy and other areas of application.

MT 190-191 Fundamentals of Mathematics I and II (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Restricted to Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K-8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.

MT 202 Multivariable Calculus (Fall/Spring: 4)
Prerequisites: MT 101, MT 103, MT 105, or permission of instructor
Satisfies Mathematics Core Requirement
This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

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 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MT 235 Mathematics for Management Science (Fall/Spring: 3)
Prerequisites: MT 100 or equivalent, CS 021 (formerly MC 021), and EC 151 (EC 151 may be taken concurrently).

Topics include linear and integer programming, decision analysis, nonlinear optimization, and computer solutions using Excel.

MT 291 Geometry for Teachers (Spring: 3)
Prerequisites: MT 190-191
Offered Biennially

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. Cannot be used for major credit

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations series solutions of differential equations including Bessel functions and Legendre polynomials, and 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
Students may not take both MT 310 and MT 311.

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MT 311 Algebra I (Fall: 3)
Prerequisites: MT 210 and MT 216
Students may not take both MT 310 and MT 311.

This course, with MT 312, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MT 312 Algebra II (Spring: 3)
Prerequisite: MT 311. With the permission of the Assistant Chair for Undergraduates, students who have taken MT 310 may be allowed to take MT 312.

This course, with MT 311, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MT 320 Introduction to Analysis (Fall/Spring: 3)
Prerequisite: MT 202 and MT 216
Students may not take both MT 320 and MT 321.

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MT 321 Analysis I (Fall: 3)
Prerequisites: MT 202 and MT 216
Students may not take both MT 320 and MT 321.

This course, with MT 322, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MT 322 Analysis II (Spring: 3)
Prerequisite: MT 321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MT 320 may be allowed to take MT 322.

This course, with MT 321, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MT 453 Euclid's *Elements* (Spring: 3)

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.
Mark Reeder

MT 460 Complex Variables (Spring: 3)
Prerequisites: MT 202 and MT 210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

Undergraduate and Graduate Course Offerings

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, higher order linear equations with constant coefficients, linear systems, qualitative analysis of nonlinear systems, and an introduction to stability and bifurcations.

MT 412 Partial Differential Equations (Spring: 3)
Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/ Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

MT 414 Numerical Analysis (Spring: 3)
Prerequisites: MT 202, MT 210, and familiarity with using a computer

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 426 Probability (Fall/Spring: 3)
Prerequisite: MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Fall/Spring: 3)
Prerequisite: MT 426 and familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, 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 (Fall: 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 algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and nonlinear programming.

MT 440 Dynamical Systems (Spring: 3)
Prerequisites: MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

MT 445 Applied Combinatorics (Spring: 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 or CS 245

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (Fall: 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 455 Mathematical Problem Solving (Fall: 3)
Prerequisites: MT 202, MT 210, MT 216 (or equivalent mathematical background)
Corequisite: Permission of the instructor required for students outside the LSOE.
Offered Periodically

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

MT 806 Algebra I (Fall: 3)

This course, with MT 807, will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; Semisimple algebra.

MT 807 Algebra II (Spring: 3)
Benjamin Howard

MT 809 Geometry/Topology II (Spring: 3)
Robert Meyerhoff

MT 810 Real Analysis (Fall: 3)
Martin Bridgeman

MT 811 Complex Analysis (Spring: 3)
Avner Ash

MT 845 Topics in Algebra and Number Theory (Fall: 03)
Offered Periodically

Selected topics in Algebra and Number Theory.

Music

Faculty

T. Frank Kennedy, S.J., *Professor;* The Peter Canisius Chair; Director, Jesuit Institute; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Professor;* B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Michael Noone, *Professor;* Chairperson of the Department; B.A., M.A., University of Sydney; Ph.D., University of Cambridge.

Jeremiah W. McGrann, *Adjunct Associate Professor;* Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

Ralf Yusuf Gawlick, *Assistant Professor;* B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.MA., New England Conservatory

Ann Morrison Spinney, *Assistant Professor;* B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University

John Finney, *Senior Lecturer and Distinguished Artist in Residence;* B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Assistant: Mary Ellen Royer, 617-552-8720, musicdep@bc.edu
- www.bc.edu/music

Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Popular Music in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Irish Folk Music, Music in America, History of Jazz) and non-Western traditions. MU 301 Introduction to Musics of the World, MU 305 Native North American Song, and MU 306 African Music satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, communications, arts administration, liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, ethnomusicologists, or educators. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

Performance

The Music Department offers individual instruction in voice and instruments either for credit (MU 099–one credit per semester) or not for credit (MU 100, 101, 102). Individual Instrumental Instruction, either credit or non-credit, require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

Major Requirements

(**Minimum of 12 courses or 38 credits starting with the class of 2014**)

- *Theory, Analysis, and Composition Courses:* (12 credits total)
  Prerequisite: MU 070 Fundamentals of Music Theory or equivalent
  Required of all majors: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course:* MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar, MU 316 Tonal Composition
- *Historical Courses:* (nine credits total)
  Required of all majors: MU 209 Twentieth Century Music
  *Choice of any two:** MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era
  *With permission of the Director of the Undergraduate Program in Music, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses:* (six credits total)
  Required of all majors, a choice of one from each of the following two groups:
  Group I—Non-Western tradition
  MU 301 Introduction to World Music*
  MU 305 Native North American Song*
  MU 306 African Music*
  MU 323 Musical Identities
  MU 350 Topics in Ethnomusicology
  *MU 301, MU 305, and MU 306 also satisfy the Core Cultural Diversity requirement
  Group II—Western tradition
  MU 320 Music and America
  MU 321 Rhythm and Blues in American Music
  MU 322 Jazz in America
  MU 326 History of Jazz
  MU 330 Introduction to Irish Folk Music
  MU 340 The Ballad Tradition
- Required Senior Seminar: (one semester, four credits)
  The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (six credits)
  The student will choose a minimum of two 3-credit courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for

credit. Three semesters of private instruction for credit may be used as an elective only upon completion of the jury at the end of the third semester of lessons.

- *Performance Ensemble Experience:* (minimum of two semesters) Each major must have two semesters of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Voices of Imani, Liturgy Arts Group, student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal students groups (by consultation with the Director of the Undergraduate Program in Music), or through private lessons.
- *Cumulative Listening Competency* Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing:* (one credit) All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MU 081-082 Ear-Training and Sight-Singing are one-credit classes designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses or 18 credits beginning with the class of 2014)

The Music Department has designed a minor in music as an alternative for students who are interested in music, but do not wish either to make music their career or to go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following (three credits): MU 070 Fundamentals of Music Theory (required if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.
- Two additional music theory courses (six credits): MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives (nine credits): One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in consultation with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a 3-credit course (see above).

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the University, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 401 Senior Recital Preparation but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 030 History of Popular Music in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* below. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music, regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music, MU 305 Native North American Song, and MU 306 African Music as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as 12 credits fulfilled abroad.

Students should contact the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts Core requirement with a music course should take MU 066 Introduction to Music or MU 030 History of Popular Music in the U.S. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Undergraduate Course Offerings

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

MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring: 3)
Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music, acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical "texts" as well as autonomous works of art.

Donald James, Ann Morrison Spinney

MU 051 Irish Fiddle/Beginner (Fall: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students. Classes are taught by Laurel Martin, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small portable recorder is required.

Tina Lech

MU 052 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)
Prerequisite: MU 051
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

For students who have taken a full semester of Beginner Irish Fiddle (MU 051) or who have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 053 Irish Fiddle/Intermediate (Fall/Spring: 0)
Prerequisite: MU 051
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MU 052) and whom the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-times Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 066 Introduction to Music (Fall/Spring: 3)
Satisfies Arts Core Requirement

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

Jeremiah W. McGrann
Michael Noone
The Department

MU 070 Fundamentals of Music Theory (Fall/Spring: 3)
Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and

harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.
Michael Burgo
Barbara Gawlick
Ralf Gawlick
The Department

MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

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.
Meghan Allen

MU 072 Irish Dancing/Advanced (Fall/Spring: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

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.
Meghan Allen

MU 073 Irish Dancing/Beginner (Fall/Spring: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

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.
Meghan Allen

MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)
Prerequisite: Audition required
Performance Course

The orchestra gives three full concerts each year plus the annual Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99,* Tchaikovsky's *Symphony No. 5,*and Copland's *Appalachian Spring,*. The orchestra sponsors the annual Concerto/Aria Competition.
John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0)
Performance Course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.
The Department

MU 079 Popular Styles Ensemble (Fall/Spring: 0)
Performance Course.

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.
Erik Kniffen

MU 080 Keyboard Skills (Fall/Spring: 0)
Theory Corequisite

Keyboard skills is a corequisite for the following theory courses: MU 070 Fundamentals of Music Theory, MU 110 Harmony, MU 211 Chromatic Harmony. Times to be determined in class. Students must be enrolled in MU 070, MU 110, or MU 211 to participate.
The Department

MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies onsight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Usually taken concurrently with MU 110 Harmony or MU 211 Chromatic Harmony.
Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.

A continuation of MU 081. See description for MU 081.
Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

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: 0)
Prerequisite: MU 083 or permission of instructor.
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

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.
Judy Grant

MU 086 Advanced Improvisation (Fall/Spring: 0)
Prerequisite: MU 084 or permission of instructor.
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

This course offers the advanced improvisor the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.
Erik Kniffen

MU 087 Tin Whistle/Beginner (Fall: 0)
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.
Jimmy Noonan

MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 0)
Prerequisite: MU 087
Performance Course.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.
Jimmy Noonan

MU 091 University Wind Ensemble (Fall/Spring: 0)
Performance Course. Audition required

The University Wind Ensemble is a select ensemble of 46 woodwind, brass and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.
Sebastian Bonaiuto, Conductor

MU 092 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)
Performance Course. Audition required

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.
Sebastian Bonaiuto, Conductor
JoJo David, Vocal Director

MU 095 Symphonic Band (Fall/Spring: 0)
Performance course.

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.
David Healey, Conductor

MU 096 Gospel Workshop (Fall: 0)
Cross Listed with BK 290
Performance Course.
No experience is required for membership, but a voice placement test is given to each student.
One Credit for Class of 2011, 2012, and 2013
Zero Credit for Class 2014 and beyond.

See course description in the African and African Diaspora Studies Department.
Hubert Walters

MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)
Performance Course. Fee required.

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period.
The Department

MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)
Performance Course. Fee required.

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
The Department

MU 101 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
The Department

MU 102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
The Department

MU 110 Harmony (Fall/Spring: 3)
Prerequisite: MU 070 or permission of Department
Corequisite: MU 080
Theory Course

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training. It is recommended that music majors sign up for MU 081 Ear Training/Sight-Singing Lab.
Ralf Gawlick
Thomas Oboe Lee
The Department

MU 175 Music in the Holocaust and the Third Reich (Spring: 3)
Offered Biennially

This course surveys the inspiring legacy of music by composers persecuted by the Nazis. We will study jazz, classical music and cabaret from 1900-1944 targeted by the Nazi regime. Special focus will be placed on the art and music created in Nazi concentration camps. Students will have the opportunity to experience live performances, meet Holocaust survivors and view archival materials. Themes explored: socio-political impact on the arts in climates of intolerance and persecution; music and art as resistance; connections to contemporary forms of music such as rock, rap, reggae, etc.
Mark Ludwig

MU 201 Medieval/Renaissance (Spring: 3)
Offered Periodically
Historical Period

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.
Michael Noone

MU 202 Music of the Renaissance (Spring: 3)
Offered Periodically

This course examines the composition and practice of music from ca. 1420 to ca. 1600 within the context of the unprecedented florescence in the arts, sciences and letters throughout Western Europe known as the Renaissance. We examine the art of Netherlandish polyphony (both sacred and secular), the sacred and secular genres of France, England and Italy and a broad range of instrumental music. The course explores musical analysis, performing practices, notation, with an emphasis on the acquisition of some experience in performing Renaissance music. The works of the following composers are treated in detail: Josquin, Palestrina, Byrd, and Victoria.
Michael Noone

MU 207 Music of the Romantic Era (Spring: 3)
Historical Period

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.
Jeremiah W. McGrann

MU 205 Music of the Classic Period (Fall: 3)
Jeremiah W. McGrann

MU 209 Music of the Twentieth Century (Fall: 3)
Historical Period

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters Debussy, Ravel, Stravinsky, and Schoenberg, 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
Corequisite: MU 080
Theory Course

This course covers the basic principles of chromatic progression. The proper use of secondary dominants, diminished seventh chords and augmented triads precedes an in-depth study of the harmonization of Bach chorales, the concept of modulation using modal exchange, the introduction of Neapolitan sixth and augmented sixth chords. We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner. It is recommended that music majors take MU 081 or 082 Ear Training/Sight-Singing Lab.
Ralf Gawlick
Thomas Oboe Lee

MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)
Prerequisite: MU 211
Theory Course
Students should have basic keyboard skills, but it is not essential.

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements, ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin, rhythm changes, and the blues.
Thomas Oboe Lee

MU 220 Opera (Fall: 3)
Offered Periodically
Genre Course

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the seventeenth through nineteenth centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.
Jeremiah W. McGrann

MU 220 Keyboard Music from Baroque to Modern (Spring: 3)
Michael Noone

MU 260 J.S. Bach (Fall: 3)
Offered Periodically
Composer course.

This course studies Johann Sebastian Bach's career as composer, performer, and teacher, noting the wide variety of ways his instrumental and vocal works reflect and influence creative thought from the eighteenth century to the present.
T. Frank Kennedy, S.J.
Peter Watchorn

MU 270 Beethoven (Spring: 3)
Composer course

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio,* and the *Missa Solemnis.*
Jeremiah W. McGrann

MU 301 Introduction to World Music (Fall/Spring: 3)
Cross-Cultural Course within the major/minor

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; West, Central and Southern African; Arabic, Persian, Hindusthani, Karnatak, Javanese, and Japanese musics. Musical training and background are not required, and are not presumed.
Donald James
Ann Morrison Spinney

MU 305 Native North American Song (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Biennially

This course surveys the song and dance traditions of Native North Americans, including traditional repertories and inter-Tribal musics of the last two centuries. The cultural contexts of songs and dances is our focus. Case studies include native oral traditions, seventeenth century European descriptions, classic ethnographies, and consideration of contemporary powwows and Native American popular musics. No musical experience is assumed.
Ann Morrison Spinney

MU 306 African Music (Fall: 3)
Cross Listed with BK 292
Satisfies Cultural Diversity Core Requirement

This course surveys the musical styles and genres of selected African cultures, emphasizing traditions of the sub-Saharan region. Using case studies, we will explore the thesis of J. H. Kwabena Nketia that musical styles are created to suit specific cultural needs. Historical traditions and modern musics are included with attention to issues of colonialism, nationalism, ethnicity, hybridity, diaspora, and globalization.
Julie Hunter

MU 307 Musics of Asia (Spring: 3)
Offered Periodically
Cross-Cultural Course within the major/minor

A survey of musics in Asia, focusing on East and Southeast Asia with attention to source traditions in South and Central Asia. Case studies include traditional and contemporary musics of China, Korea, Japan, The Philippines, Indonesia, Malaysia, Vietnam, Cambodia, and Burma. Music is studied in a variety of social contexts, including court, village, temple, theatre, and festival. The effects of migration, diaspora, conflict, government regulation, and globalization are considered.
Stephanie Khoury

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.
Ralf Gawlick

MU 315 Seminar in Composition (Spring: 3)
Prerequisite: MU 211
Theory Course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale, music software, created by Coda Music Technology, Mac or PC version, is required for this course.
Thomas Oboe Lee

MU 316 Tonal Composition (Fall: 3)
Prerequisites: MU 211 and MU 312
Theory Course

Students enrolled in this course will complete 3 composition projects: (1) a three-part fugue in the Baroque style of J.S Bach, (2) a Sonata-Allegro first movement in the Classical style of Haydn or Mozart, and (3) a Rondo or Scherzo movement in the Romantic style of Beethoven, Mendelssohn, Schubert, or Schumann. We will examine representative works of these composers in these genres to serve as models for the student compositions.
Ralf Gawlick

MU 321 Rhythm and Blues in American Music (Fall: 3)
Cross Listed with BK 266

See course description in the African and African Diaspora Studies Department.
Hubert Walters

MU 326 History of Jazz (Fall: 3)
Offered Biennially
Cross-Cultural Course within the major/minor.

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots, its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age, its transformation into bebop, cool, third stream, funk, avant-garde trends, and the return to traditionalism.

Donald James

MU 330 Introduction to Irish Folk Music (Fall: 3)
Cross-Cultural Course

An introduction to Irish music including: a historical examination of the music and its indigenous instruments, and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

Ann Morrison Spinney

MU 340 The Ballad Tradition (Spring: 3)
Fulfills study abroad prerequisite in Ireland.
Open to graduate students for credit.
Cross-Cultural Course within major/minor.

This course surveys the English-language ballad traditions of England, Wales, Scotland, Ireland, North America, and Australia. Beginning with the medieval Continental roots of the form, we will consider how the ballad became a popular medium for news, politics, protest, and memorialization. Case studies include Child Ballads, Jacobite songs, emigration and famine songs, Union songs, the Folk Revival, and Celtic Rock. No musical experience is assumed.

Ann Morrison Spinney

MU 400 Readings and Research (Fall/Spring: 3)
Jeremiah W. McGrann
Michael Noone
Thomas Oboe Lee
Ann Morrison Spinney

MU 401 Senior Recital Preparation (Spring: 3)
Restricted to music majors.
The Department

MU 403 Honors Thesis Preparation (Fall/Spring: 3)
By arrangement only.
Thomas Oboe Lee

MU 404 Music Internship (Fall: 1)
By arrangement only.
Jeremiah W. McGrann

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

Michael Noone

Philosophy

Faculty

William J. Richardson, S.J., *Professor Emeritus;* Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain
Jacques M. Taminiaux, *Professor Emeritus;* Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain
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., Universite Laval; Ph.L., College St. Albert de Louvain
Patrick Byrne, *Professor;* Chairperson of the Department; B.S., A.M., Boston College; Ph.D., New York State University
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
Richard Kearney, *Seelig Professor;* B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris
Peter J. Kreeft, *Professor;* A.B., Calvin College; A.M., Ph.D., Fordham University
Arthur R. Madigan, S.J., *Professor;* A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto
David M. Rasmussen, *Professor;* A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago
John Sallis, *Adelmann Professor;* M.A., Ph.D., Tulane University
Jeffery Bloechl, *Associate Professor;* B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven
Gary Gurtler, S.J., *Associate Professor;* B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology
Stuart B. Martin, *Associate Professor;* A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University
Marina B. McCoy, *Associate Professor;* B.A., Earlham College; M.A., Ph.D., Boston University
Vanessa P. Rumble, *Associate Professor;* B.A., Mercer University; Ph.D., Emory University
Jean-Luc Solere, *Associate Professor;* M.A. University of Paris-Sorbonne; Ph.D., University of Poitier
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
Sarah Byers, *Assistant Professor;* B.A., St. Joseph's University, (Philadelphia) M.A., Ph.D., University of Toronto
Daniel McKaughan, *Assistant Professor;* M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

Charles Oduke, S.J., *Assistant Professor;* B.A. Theology (M.Div. equivalent) Hekima College, Jesuit School of Theology, Kenya; Ph.D., Boston College
Andrea Staiti, *Assistant Professor;* B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin
Brian J. Braman, *Adjunct Associate Professor;* B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College
David McMenamin, *Adjunct Associate Professor;* Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College
Jeffrey A. Hanson, *Adjunct Assistant Professor,* B.A., University of Dallas; M.A., Ph.D., Fordham University
Michael R. Kelly, *Adjunct Assistant Professor;* B.A., Ph.D., Fordham University
Thomas P. Miles, *Adjunct Assistant Professor,* B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas
Mary Troxell, *Adjunct Assistant Professor;* B.A. Amherst College; Ph.D., Boston University
Holly Vande Wall, *Adjunct Assistant Professor;* B.A., Graduate Theological Union, Berkeley; Ph.D., University of Notre Dame (cand.)

Contacts

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- www.bc.edu/philosophy

Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. The department offers a program of courses allowing for concentration in the following specialized areas of philosophy: ancient, medieval, modern, contemporary American, contemporary continental, and the philosophies of religion and science. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can 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: Class of 2014

The Philosophy major will consist of a total of 30 credits: six credits of Philosophy Core (two 3-credit courses), followed by 24 credits of philosophy electives (eight 3-credit courses). Substitutions may be approved by the Director of Undergraduate Studies or the Chairperson upon the recommendation of the student's faculty advisor.

The two Philosophy Core courses normally will be drawn from one of the following five options:

- PL 070-071 Philosophy of the Person (Fall/Spring: 6 credits)
- PL 088/089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits)
- PL 090/091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring: 6 credits)
- HP 001/003 Western Cultural Tradition I- III (Honors Program) (Fall/Spring: 6 credits)
- PL 281-282 Philosophy of Human Existence (Fall/Spring: 6 credits)

The eight 3-credit elective courses will be selected in consultation with the student's faculty advisor. Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests.

Major Requirements: Classes of 2011, 2012, and 2013

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, a student will have the opportunity to develop a critical appreciation for the complexity of their thought: the influences which have shaped their ethics, metaphysics, and epistemology, and the rich legacy of insight to which they have contributed. 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 Class of 2014

The Philosophy minor will consist of a total of 18 credits: six credits of Philosophy Core courses, (two 3-credit courses) followed by 12 credits of philosophy electives, (four 3-credit courses). 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 offers in each of these areas a sequence of courses that build on the foundation of our two 3-credit Core courses. In

consultation with a faculty advisor, each student will design his or her own minor, consisting of four additional 3-credit elective courses, for a total of 12 elective credits. Each program will consist of a coherent blend of required and elective courses. Substitutions may be approved by the Director of Undergraduate Studies or the Chairperson upon recommendation of the student's faculty advisor.

Philosophy Minor Classes 2011, 2012, and 2013

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 offers in each of these areas a sequence of courses that 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 2-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a 4-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for 12 credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For Freshmen Only

Perspectives II

UN 104-105/UN 106-107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

Perspectives IV

UN 119-120/UN 121-122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore basic questions in philosophy, theology, and other disciplines. In addition to class meetings and small discussion groups, all PULSE courses require a 12-hour per week commitment to community service in one of over fifty carefully selected social service organizations throughout greater Boston. The combination of academic reflection and community service encourages students to integrate theory and practice. The PULSE Program aims to expose students to urban environments and the realities of urban life. Students should therefore expect to serve in an urban location.

Using classic and contemporary texts, PULSE students address topics such as the relationship of self and society, the nature of community and moral responsibility, the problem of suffering and the practical difficulties of developing a just society. PULSE students are challenged to connect course readings to their service work and reflect on the personal relevance of both.

By working in field placements in youth work, the corrections system, emergency shelters, health services, legal and community advocacy and literacy and education programs, students forge a critical and compassionate perspective on both society and themselves. PULSE placement organizations aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. Most students travel to their placements on public transportation.

Most PULSE students are enrolled in the course Person and Social Responsibility, which fulfills the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Telling Truths: Writing for the Cause of Justice, Telling Truths: Depth Writing as Service and Witness: Writings on Service, Spirituality and Justice.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. On-site supervisors meet regularly with students to provide information, direction, and

constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in smaller discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is a student coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant Directors consult and advise students, placement supervisors, and faculty.

PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a 2-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Undergraduate Course Offerings

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

PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)
Satisfies Philosophy Core Requirement
2-semester, 6-credit course (PL 070-071).

These courses introduce students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. 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 I and II (Fall/Spring: 3)
Corequisites: TH 088-089
Satisfies Philosophy Core Requirement
Satisfies Theology Core Requirement
Enrollment is limited to freshmen, sophomores, and juniors.

These courses requirements include ten to 12 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.
The Department

PL 090-091 Perspectives on Western Culture I/Perspectives I and II (Fall/Spring: 6)
Corequisites: TH 090-091
Satisfies Philosophy Core Requirement
Satisfies Theology Core Requirement
Freshmen only.

These courses introduce students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

PL 116 Medieval Religions and Thought (Fall: 3)
Cross Listed with TH 116
Satisfies Cultural Diversity Core Requirement

Course description is listed under Theology Department.
Stephen F. Brown

PL 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with TH 160

Course description is listed under Theology Department.
Matthew Mullane
Stephen Pope

PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (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 216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

David Manzo

PL 233 Values in Social Services and Health Care (Fall: 3)

We will attempt 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, homeless, mental illness, innovating nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

David Manzo

PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross Listed with SC 250, TH 327

Course description is listed under Theology Department.

Matthew Mullane

PL 261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms—fiction, poetry, creative non-fiction, and journalism—to tell the "truth" as they experience it in their own direct encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of literary strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

Kathleen Hirsch

PL 262 Telling Truths II: Depth Writing as Service (Spring: 3)

Students may expand on an issue that has effected them personally, or one which they have observed in their service work while at BC.

This PULSE elective will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop.

Kathleen Hirsch

PL 264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department
Stuart Martin

PL 281-282 Philosophy of Human Existence I and II (Fall/Spring: 3)

Olivia Blanchette

PL 291-292 Philosophy of Community I and II (Fall/Spring: 3)

Offered Biennially

Limited to members of the PULSE Council.

These seminars explore the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of 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 299 Readings and Research (Fall/Spring: 3)

By arrangement only.

The Department

PL 307 Teaching Assistantship (Fall: 3)

By arrangement only.

David Manzo

PL 343 Introduction to Black Philosophy (Spring: 3)

Cross Listed with BK 343

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.

Jorge Garcia

PL 374 Witness: Justice Writing I (Fall: 3)

By permission only.

This 2-semester course centers on producing an ejournal and a hard journal of student writings on service, social justice, and spirituality. Students will maintain a weekly blog, ejournal and online calendar. They will advertise for submissions, write, edit, and perform all duties associated with publishing a hard journal.

Kathleen Hirsch

PL 375 Witness: Justice Writing II (Spring: 3)

A continuation of PL 374.

Kathleen Hirsch

PL 396 Perspectives Seminar (Fall: 3)

Joseph Flanagan
Thomas Kohler

PL 397 Perspectives Thesis (Spring: 3)

By arrangement only.

Brian Braman
The Department

PL 398 Senior Thesis (Fall/Spring: 3)

By arrangement only.

The Department

PL 399 Advanced Independent Research (Spring: 6)

The Department

PL 403 Does God Exist? (Fall: 3)

Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

Ronald K. Tacelli, S.J.

PL 405 Greek Philosophy (Fall: 3)

Ancient philosophers were fascinated by human language. Speaking reveals and conceals who we are. Texts about language show how the ancients understand the world as true, good, and beautiful. For Plato, language is in between, keeping his metaphysical structure in tension with human experience and knowledge. Aristotle's *Poetics* reveals the nature of poetry and the philosophic character of humans as imitators. Longinus continues the rhetorical interest of Plato and Aristotle. Plotinus discusses human nature in terms of beauty, which he traces not only to the forms as good, but examines in the nature of the self as double.

Gary Gurtler, S.J.

PL 406 History of Modern Philosophy (Fall: 3)

In this course, we will work to develop an understanding of the major figures and questions of the Modern period, situating them in relationship to the Medieval world out of which and in reaction to which they were formed and as forming the intellectual foundations of the modern world. We will consider major texts by thinkers such as Descartes, Leibniz, Hobbes, Locke, Hume and Kant, covering issues of metaphysics, epistemology, ethics, and political theory.

Eileen Sweeney

PL 407 Medieval Philosophy (Spring: 3)

Prerequisite: Ancient philosophy

Far from being repetitive, the Middle Ages were a period during which multiple solutions were tried to make sense of the world, by combining philosophic and scientific knowledge with religious views. The aim of the course is to provide an accurate image of this diversity of thoughts. We will study a wide range of Christian authors, from S. Augustine to Ockham, as well as Islamic and Jewish thinkers. The course will highlight the essential concepts that were formed in the Middle Ages and have been transmitted to modern philosophy, in metaphysics and ontology, theory of knowledge and consciousness, ethics, etc.

Jean-Luc Solere

PL 408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)

Prerequisite: Some background in Kant, although not mandatory, is strongly recommended

This class will be devoted to some of the most important issues in philosophy in the past two centuries. In particular, we will study the development of Kantian transcendental philosophy in German Idealism, Neokantianism and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

Andrea Staiti

PL 416 Living Personally (Fall: 3)

Perhaps one of the greatest challenges to contemporary existence is how to live with others and oneself in a personal manner and, thus, overcome western culture's long dominant technocratic approach to human life. This course will seek to uncover the personal as a way of being and of evaluating the spheres of ethics, religion, and knowledge. Major orientations to the personal point of view will be provided by readings from John Macmurray, Martin Buber, Gabriel Marcel, Michel Foucault and major spiritual texts from the Jewish and Christian traditions.

James Bernauer, S.J.

PL 422 Madness, Eroticism, and Spirituality: Michel Foucault (Fall: 3)

This course will consider Foucault's radical interrogations of contemporary human experience: madness as a critique of modern reason; eroticism as a pleasurable renunciation of sexuality; spirituality as the road to a fulfilled life beyond modern ethics.

James Bernauer, S.J.

PL 423 Spanish American Philosophy (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theater and struggle. Octavio Pax, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask, of the Mexican quest for identity at the end of the present century.

Gary M. Gurtler, S.J.

PL 429 Freud and Philosophy (Fall: 3)

Prerequisite: Completion of philosophy core desirable.

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess: Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology, and; the implications of the ongoing revisions in Freud's classification of the drives.

Vanessa Rumble

PL 434 Capstone: Ethics in the Professions (Spring: 3)
Cross Listed with UN 502

See course description under University Courses.

Richard Spinello

PL 440 Historical Introduction to Western Moral Theory (Fall: 3)
Offered Periodically

The course introduces, contextualizes, explains, and critiques representative writings by such Western philosophical thinkers as Plato, Aristotle, Epicurus, Epictetus, Aquinas, T. Hobbes, D. Hume, I. Kant, J. Bentham, J.S. Mill, K. Marx, F. Nietzsche, and F.H. Bradley.

Jorge Garcia

PL 448 Philosophical Search for Happiness and Wisdom (Spring: 3)

From ancient times to the twenty-first century, every human being has sought happiness in his or her own life. In fact, to seek happiness is the universal, innate desire of every human being; one cannot not seek happiness. And yet, to this perennial question, what is happiness? there is no universal definition or agreement. On the contrary, there are perhaps as many definitions of happiness as there are people! This course is our philosophical attempt to re-examine this perennial question of happiness.

Francis Y. Soo

PL 453 Gandhi, Satyagraha, and Society (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the

effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.
Pramod Thaker

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 (Fall: 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 of core of religion if possible.
Peter J. Kreeft

PL 550 Capstone: Building A Life (Fall: 3)
Cross Listed with UN 550

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as "constructing" the future. Lives are not created "ex nihilo" but built in the context of the places in which we live and have lived; built on the foundations that we have already laid; constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.
David McMenamin

PL 550 Capstone: Seeing, Loving, Serving (Spring: 3)
Cross Listed with UN 560

See course description under University Courses.
Mary Troxell

Undergraduate and Graduate Course Offerings

PL 500 Philosophy of Law (Fall: 3)
Cross Listed with LL 669
Offered Periodically

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); and (3) political liberalism, public reason and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.
David M. Rasmussen

PL 510 Contemporary Philosophy of Religion (Fall: 3)
Prerequisite: Core philosophy courses

Reflection on the themes of faith, divinity, and being in the world, as contested in the field opened by Heideggerian phenomenology. In addition to some key texts by Heidegger, we will read and discuss works by K. Rahner, B. Welte, J.-L. Marion, and J.-Y. Lacoste. At several points, it will also be useful to draw on the positions of Augustine and Aquinas.
Jeffrey Bloechl

PL 512 Philosophy of Existence (Spring: 3)
Offered Biennially

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.
Richard M. Kearney

PL 513 Anthropology of Karol Wojtyla/John Paul II (Spring: 3)
Cross Listed with TH 515
Richard Spinello

PL 516 Epistemology (Spring: 3)

An exploration of course core issues in contemporary theory of knowledge emphasizing questions about the justification and rationality of belief. Topics to be considered include: the analysis of knowledge, skepticism and the sources of knowledge, theories of justification, rationality, and evidence. Our treatment of the reliability of perception, common sense realism, fallibilism, varieties of ampliative inference (such as inference to the best explanation, induction, and the use of probabilistic reasoning in decision theory), naturalized epistemology, recent trends in social epistemology, and the scope and limits of science will attend to intersections between epistemology, philosophy of science, and philosophy of mind.
Daniel McKaughan

PL 518 Philosophy of Imagination (Fall: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.
Richard M. Kearney

PL 521 Women, Nature, and Ecology (Spring: 3)
Offered Periodically

In this course, we will explore the intersections between the concept of the feminine and the concept of nature, especially in reference to ecological issues. Themes will include ways in which feminists have both relied upon and criticized the concept of a feminine nature; whether there is a link between the dominance of nature and the domination of women; female embodiment; and concrete global issues facing women in their roles in agriculture, environmentalism, and sustainability.
Marina B. McCoy

PL 524 Ethics: An Introduction (Fall: 3)
Prerequisite: Philosophy Core
Offered Periodically

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 Skepticism, Stoicism, and Neo-Platonism (Spring: 3)

Ancient philosophy in the period following Aristotle and stretching into the third century A.D. (Hellenistic and Roman Philosophy). A number of philosophical schools flourished: Stoicism, Epicureanism, Skepticism, Middle-Platonism, Neo-Platonism. Some had sophisticated answers to questions in epistemology, ethics, and metaphysics: Does the human mind use mental language? Are we responsible for our thoughts? Is pleasure the goal of life? What kinds of emotions does the wise person have? Can Plato's account of the Forms be enriched by Aristotle's account of God? What is the metaphysical status of Socrates daimon? The primary emphases of the course are Stoicism and the Platonisms.
Sarah Byers

PL 532 Philosophy of Religion in Human Subjectivity (Spring: 3)
Prerequisites: Two courses in philosophy completed.

Blondel sought to reinstate a positive philosophy of religion into a French philosophical establishment that was repudiating the very idea of a philosophy of religion at the end of the nineteenth century. To do this he took philosophy into an existential turn to human action and subjectivity, 60 years prior to the better known atheistic existentialism of Sartre after WWII. In this course we shall study how Blondel engineered this existential turn to Action as a philosopher and how he used it phenomenologically to show the necessity of some supernatural religion at the heart of human subjectivity.
Oliva Blanchette

PL 540 Philosophy of Liberation (Fall: 3)
Prerequisites: Five courses in philosophy completed.
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Philosophy of Liberation is the philosophy of a new humanism emerging from the consciousness of being oppressed in the third world. It is a revolutionary philosophy that is resolutely post-modern and post-colonial, making its way into the first-world consciousness of the oppressor and the colonizer. In this course we study the most important teachers of this philosophy, beginning in Latin America and Africa and then returning to the U.S. amid the Latin American and African Diaspora, in an effort to raise our own consciousness to the level of this spirited philosophy of liberation.
Oliva Blanchette

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

PL 547 Debating Religious Truth: Jews and Christians in the Medieval World (Fall: 3)
Cross Listed with TH 547
Readings will be from primary texts in English translation and major scholarly treatments of these texts.

See course description in the Theology Department.
Daniel Lasker

PL 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)
Cross Listed with UN 553

See course description under University Courses.
Paul McNellis, S.J.

PL 576 Two Existentialisms: Sartre and Marcel (Fall: 3)
Offered Periodically

No philosophers more directly address the problems ordinary people think to be the most important than the existentialists. 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: Theory and Practices (Fall: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.
The Department

PL 578 Kant's *Critique of Pure Reason* (Fall: 3)

This course serves as an introduction to Kant's *Critique of Pure Reason.* Virtually every section of Kant's masterwork has led to conflicts in interpretation, and an introductory course cannot comprehensively address these controversies. Instead, we will focus our efforts on a close exegesis of the text, touching on fundamental conflicts of interpretation when necessary, while at the same time situating Kant's position in relation to both his predecessors and the contemporary debates of his time.
Mary S. Troxell

PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought

to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.
Daniel McKaughan

PL 599 Kant's Moral Philosophy (Spring: 3)
Prerequisite: Some understanding of Kant's epistemology
Offered Biennially

We will do a close reading of *The Critique of Practical Reason, The Grounding of the Metaphysics of Morals,* and selected essays.
Ronald K. Tacelli, S.J.

PL 604 Social Construction (Spring: 3)

This course explores recent claims that important categories of social life—notably including race, ethnicity, and gender—are not grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.
Jorge Garcia

PL 611 Global Justice and Human Rights (Spring: 3)
Cross Listed with LL 611

This course will study the history of the idea of global justice from its early inception in Stoic law; to its formulation in social contract theory in Hobbes and Locke; through Kant's idea of cosmopolitan justice; to its contemporary reconstruction in John Rawls, David Held, Jurgen Habermas and Thomas Pogge. In the context of examining the status of global justice we will consider the problem of world poverty and how human rights can be defended in a global context with ever increasing problems associated with homelessness on a world scale.
David M. Rasmussen

PL 612 Heidegger's Conception of Art (Fall: 3)

The course will be dedicated to a linear reading of Heidegger's 1936 lecture on "The Origin of the Work of Art" with comparison to the two previous 1935 versions of the same lecture. The originality of Heidegger's conception of art consists in the fact that for him the work of art initiates the conflict of world and earth, i.e., opens the free play in which human existence becomes possible. The course will focus on the three major questions of the relation between work of art and thing, art and truth, art and poetry.
Françoise Dastur

PL 615 Feeling, Intentionality, Emotion (Fall: 3)
Michael Kelly

PL 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness, have language, and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know thy self."
Brian Braman

PL 626 Hermeneutics of Religion (Fall: 3)

This seminar explores recent debates in continental philosophy of religion about the "God who comes after metaphysics." Beginning with the phenomenological approach of Husserl, Heidegger, and Levinas, the course will proceed to a discussion of more recent retrievals of the God question in hermeneutics and deconstruction—Ricoeur, Derrida, Caputo, and Marion. Key issues explored include the critique of omnipotence, God as possible/impossible, theism/atheism/posttheism and the question of interreligious dialogue and pluralism. The seminar invites class presentations from students.
Richard M. Kearney

PL 628 Schelling (Fall: 3)
Prerequisites: At least 12 hours of philosophy

This course will be conducted as a seminar. It will be devoted to a close reading of a major text by Schelling. The interpretive work with this text will be supplemented by student presentations.
John Sallis

PL 670 Technology and Culture (Fall: 3)
Cross Listed with MI 267

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.
William Griffith

PL 794 Philosophy and the Church Fathers (Spring: 3)
Cross Listed with TH 794

See course description in the Theology Department.
Margaret Schatkin

Physics

Faculty

Pradip M. Bakshi, *Distinguished Research Professor;* B.S., University of Bombay, India; A.M., Ph.D., Harvard University
Kevin Bedell, *John. H. Rourke Professor and Vice Provost for Research;* 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
Michael J. Graf, *Professor;* B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University
Gabor Kalman, *Distinguished 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, *Evelyn J. & Robert A. Ferris Professor;* Chairperson of the Department; B.S., Saint John Fisher College; Ph.D., Boston University

Zhifeng Ren, *Professor;* B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences
Ziqiang Wang, *Professor;* B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Colombia University
Jan Engelbrecht, *Associate Professor;* B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois
Andrzej Herczynski, Associate Research Professor and Laboratory Director; M.S., Warsaw University, M.S., Ph.D., Lehigh University
Vidya Madhavan, *Associate Professor;* B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University
Willie Padilla, *Associate Professor;* B.S., California State University San Diego; M.S., Ph.D., University of California San Diego
Rein A. Uritam, *Associate Professor;* A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University
Cyril P. Opeil, S.J., *Assistant Professor;* B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union: Jesuit School of Theology; Ph.D., Boston College
Ying Ran, *Assistant Professor;* B.S., Peking University; Ph.D., Massachusetts Institute of Technology
Stephen Wilson, *Assistant Professor;* B.S., Ph.D., University of Tennessee

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Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

Boston College will adopt a credit-based requirement system with the admission of the class of 2014.

Major Requirements for the Class of 2014

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional corequisites in Mathematics and other sciences.

Physics requirements:

- PH 209 Introductory Physics I (Fall: 4 credits)
- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)
- PH 401 Mechanics (Fall: 3 credits)
- PH 402 Electricity and Magnetism (Spring: 3 credits)
- PH 407 Quantum Mechanics I (Fall: 3 credits)
- PH 408 Quantum Mechanics II (Spring: 3 credits)
- PH 409 Contemporary Electronics Laboratory (Fall: 2 credits)
- PH 420 Thermodynamics and Statistical Physics (Fall: 4 credits)
- At least three credits of an advanced laboratory course*, chosen from:
  PH 430 Numerical Methods and Scientific Computing** (Spring: 4 credits)
  PH 532 Senior Thesis*** (Spring: 3 credits)
  PH 535 Experiments in Physics (Spring: 3 credits)

*A&S Honors Program Thesis or Scholar of the College Thesis, when supervised by a physics faculty member will also meet this requirement.

**Students need a background in computer programming, for example, CS 127 Introduction to Scientific Computation.

***Students will need prior agreement from a physics faculty supervisor to enroll in this course.

- At least six credits of an advanced (at or above the 400 level) elective course. Courses vary from year-to-year, but recent offerings include:
  PH 412 Particle Physics (3 credits)
  PH 425 Introduction to Condensed Matter Physics (3 credits)
  PH 441 Optics (3 credits)
  PH 540 Cosmology and Astrophysics (3 credits)
  PH 545/MT 440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult the Undergraduate Program Director regarding current elective offerings.

Corequisites

Students are also required to take the following mathematics courses:

- MT 202 Multivariable Calculus (4 credits)
- MT 305 Advanced Calculus (4 credits)

(Note that students without advanced math placement will need to take introductory calculus courses as well, which are prerequisites for MT 202 and MT 305)

Physics majors are also required to take at least eight credits of a science course (including lab) other than physics, typically CH 109-110, with associated labs.

Major Requirements for the Classes of 2011, 2012, and 2013

The minimum requirements for the B.S. program include 11 lecture courses. Of the 11, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine 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 480, PH 515, PH 525, PH 540, and PH 545. Other electives may be offered. At least two elective courses will be offered each year.

- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of PH 430, PH 532, or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127; students planning to take PH 532* need approval from their faculty mentor.
- PH 532* is recommended for students planning graduate work in physics.
  A&S Honors Program Thesis or Scholar of the College Thesis, when supervised by a physics faculty member, will also meet this requirement.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305; students with advanced math placement (MT 105 or above) are encouraged substitute to MT 210 and MT 410 for MT 305.
- The final requirement is two approved courses in a science other than physics (along with the associated laboratory), normally CH 109-110.

Minor Requirements Class of 2014

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PH 209 Introductory Physics I (Fall: 4 credits)

Physics requirements:

- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)

Also required are 6 credits in courses at or above the 400 level. Students should discuss course selection with the Undergraduate Program Director.

Corequisites*

- MT 102 Calculus I (4 credits) and MT 103 Calculus II (4 credits) or
- MT 105 Calculus II-AP (4 credits) are required

*Students who have been placed by the Mathematics Department at a level above MT 105 will have satisfied this corequisite.

MT 202 (4 credits) and MT 305 (4 credits) are required as prerequisites for some of the upper-level physics courses.

Minor Requirements for the Classes of 2011, 2012, and 2013

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; two semesters of Calculus (MT 102 and MT 103) is a corequisite.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above) or three credits or more each. 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 or MT 105 are required. MT 202 and MT 305 are typically required as prerequisites for 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 or mathematics majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in 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 corequisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students who are interested in studying abroad are encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology (B.S.), Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

Undergraduate Course Offerings

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

PH 115-116 Structure of the Universe I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

Introductory courses directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.
Jan Engelbrecht

PH 183-184 Foundations of Physics I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

These courses are a 2-semester algebra-based introductory physics course sequence, primarily for non-science majors, that covers the basic principles of physics. Emphasis is placed on problem-solving to demonstrate the implications of these principles, and to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation. PH 101 is recommended as an optional laboratory to supplement the course material.
Rein Uritam

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.
One two-hour laboratory period per week.

Laboratory courses 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)
Satisfies Natural Science Core Requirement
PH 203-204 is the laboratory course to supplement the lecture course material.

These courses are a 2-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.
The Department

PH 211-212 Introduction to Physics I and II (Calculus) (Fall/Spring: 4)
Prerequisites: MT 100-101 (May be taken concurrently)
Corequisites: PH 213-214
Satisfies Natural Science Core Requirement
PH 203-204 is the laboratory course to supplement the lecture course material.

These courses are a 2-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves and gravitation.
The Department

PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Recitation sections, corequisite to PH 211-212. Problem solving and discussion of topics in a small-class setting.
The Department

PH 301 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.
The Department

PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.
David Broido

PH 399 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.
The Department

PH 401 Classical Mechanics (Fall: 4)

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.
Ziqiang Wang

PH 402 Electricity and Magnetism (Spring: 3)

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g., energy and momentum conservation, Plane waves, reflection, and refraction. Time permitting, we will discuss radiation from moving charges.
The Department

PH 407 Quantum Physics I (Fall: 3)

First of a 2-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.
Krzysztof Kempa

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.
Vidya Madhavan

PH 409 Contemporary Electronics Laboratory (Fall: 2)
Lab fee required.

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors, operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.
Cyril Opeil

PH 412 Nuclei and Particles (Spring: 3)
Rein Uritam

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac Statistic.
The Department

PH 425 Condensed Matter Physics (Fall: 3)

Condensed matter physics concerns all aspects of the physics of "condensed" materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called "soft condensed matter."
The Department

PH 430 Numerical Methods and Scientific Computing (Spring: 4)
Prerequisites: MT 202, CS 127/EC 314, and permission of instructor
Cross Listed with EC 215
This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms.
The Department

PH 532 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.
The Department

PH 535 Experiments in Physics I (Spring: 3)
Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.
Zhifeng Ren

PH 540 Cosmology and Astrophysics (Spring: 3)
Gabor Kalman

PH 548 Physics of Nanomaterials (Spring: 3)
This is a 1-semester elective primarily for junior and senior physics major.

The course covers materials preparation, characterization, physics, and applications of nanomaterials. The materials involved will be in the format of nanoparticles (0 dimensional), nanotubes/wires (1 dimensional), thin/thick films (2 dimensional), and bulk (3 dimensional) of insulators, semiconductors, conductors, and superconductors.
Zhifeng Ren

PH 599 Readings and Research in Physics (Fall/Spring: 3)
Credits by arrangement only.

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

Undergraduate and Graduate Course Offerings

PH 640 Nanoscale Integrated Science (Spring: 1)
Cross Listed with BI 532, CH 501

See course description in the Biology Department.
Dong Cai

Political Science

Faculty

David Lowenthal, *Professor Emeritus;* B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research
Marvin C. Rintala, *Professor Emeritus;* A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy
Robert Scigliano, *Professor Emeritus;* A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago
Ali Banuazizi, *Professor;* B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University
Christopher J. Bruell, *Professor;* A.B., Cornell University; A.M., Ph.D., University of Chicago
David A. Deese, *Professor;* B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy
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
Robert S. Ross, *Professor;* B.A., Tufts University; M.A., Ph.D., Columbia University
Kay L. Schlozman, *Moakley Professor;* A.B., Wellesley College; A.M., Ph.D., University of Chicago
Susan M. Shell, *Professor;* Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University
Peter Skerry, *Professor;* B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University
Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life;* B.S., Temple University; Ph.D., University of Pennsylvania
Nasser Behnegar, *Associate Professor;* B.A., M.A., Ph.D., University of Chicago
Timothy W. Crawford, *Associate Professor;* A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University
Gerald Easter, *Associate Professor;* B.A., Boston College; Ph.D., Columbia University
Dennis Hale, *Associate Professor;* A.B., Oberlin College; Ph.D., City University
Kenji Hayao, *Associate Professor;* A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor
Ken I. Kersch, *Associate Professor;* B.A. Williams College; J.D. Northwestern University; M.A., Ph.D. Cornell University
Jonathan Laurence, *Associate Professor;* B.A., Cornell University; M.A., Ph.D., Harvard University
Jennie Purnell, *Associate Professor;* B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology
Kathleen Bailey Carlisle, *Adjunct Associate Professor;* A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College
Paul Christensen, *Adjunct Associate Professor;* B.A., University of Washington; M.A., Ph.D., Princeton University
Jennifer L. Erickson, *Assistant Professor;* B.A., Saint Olaf College; M.A., Ph.D., Cornell University
Mark S. Sheetz, *Visiting Assistant Professor;* A.B., Dartmouth; M.A., Johns Hopkins University; M.Phil., Ph.D., Columbia University.

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- Honors Program and Undergraduate Director: Dennis B. Hale, 617-552-4165, dennis.hale.1@bc.edu
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- www.bc.edu/politicalscience

Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

Please Note: The University will be converting from a course-based system to a credit-based system, beginning with the Class of 2014. Therefore, for students in the Class of 2014 and beyond, special information on course requirements is included in **Bold Face type and in [brackets].**

The Political Science major at Boston College consists of ten courses **[30 credits]**: two introductory courses (those beginning with the number "zero"); at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields.

The Introductory Sequence

All majors must take the first introductory course: Fundamentals of Politics I (PO 041). After Fundamentals I, students will be able to choose from among Fundamentals of Politics II (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081); or other introductory courses as they become available in the future (and they will be clearly identifiable by their course number, which will always begin with "zero").

The Fundamentals sequence is not like the introductory courses in other majors, such as economics or the natural sciences. That is, it does not present a single curriculum which all students are expected to know before moving on to higher level courses. Rather, the Fundamentals course is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches Fundamentals has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, uses a variety of reading materials to explore fundamental political ideas and problems: political philosophy texts, biography, history, speeches, and other public documents, along with writing assignments and classroom discussions.

Fundamentals II, usually taught in the spring, takes as its focus an understanding of the modern state and modern politics, using the United States as a central example, but teaching American politics from a comparative perspective by looking at other modern states as well.

Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class, and by the manageable size of the classes. We try to limit enrollment in the Fundamentals courses to 40 students or fewer. That is small enough to foster not only conversation, but also close associations among students and with faculty that often endure.

The other introductory courses—PO 061, PO 081, and similar courses to be offered in the future—have a few things in common as well. First, they are open to non-majors as well as majors, and satisfy the University Core Social Science requirement. (This is true of Fundamentals I and II also.) For this reason they will usually have much larger enrollments than Fundamentals I and II, and will feature lectures by full-time faculty members and discussion sections led by advanced graduate students. Each of these introductory classes focuses on one of the subfields of political science.

To summarize: Students will be required to take two introductory courses: Fundamentals I; and one additional course from the introductory list: Fundamentals II (PO 042); Introduction to American Government (PO 061); Introduction to International Politics (PO 081); and other introductory courses as they become available.

Beyond Fundamentals

Students go directly from Fundamentals and other introductory courses into upper-level electives. The courses taken beyond Fundamentals do not have to be taken in any particular order, and the course numbers do not indicate a preferred sequence or level of difficulty. The numbers indicate only the category in which the courses fall: courses beginning with a "3" are in American Politics; courses beginning with "4" are in Comparative Politics; courses beginning with "5" are in International Politics; and courses beginning with "6" are in Political Theory. Students must take eight courses **[24 credits]** beyond the introductory courses, and at least one course **[3 credits]** must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses **[credits]** that do not fulfill the subfield requirements will be counted as electives in the major. The subfield requirements must be satisfied by courses taken **[credits earned]** in the department; courses taken **[credits earned]** abroad or transferred from other institutions may be used to fulfill elective requirements, or the second introductory course after Fundamentals I. To fulfill the major, at least six courses **[18 credits]** of the ten courses required **[30 credits required]** must be taken at Boston College.

There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 15 members, so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

Fields and Electives

- The two introductory courses **[six introductory credits]** including, Fundamentals I (PO 041 and one course **[three credits]** from the list of other introductory offerings: Fundamentals II (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081), or other introductory courses as they become available.
- At least one course **[3 credits]** in each of the four subfields of Political Science: American Politics (PO 300-399), Comparative Politics (PO 400-499), International Politics (PO 500-599), and Political Theory (PO 600-699), for a total of four subfield courses **[12 subfield credits]**.
- Four electives **[12 credits]** from among any courses offered by the department that are not introductory courses.
  Note: Courses designated as PO 200-299 count as electives toward the major but do not fulfill the four subfield distributional requirements; courses numbered PO 700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- PO 041 and 042 need not be taken in the numerical sequence, although it is generally wise to do so. We recognize that some students coming late to the major will need to take PO 042 prior to PO 041.
- Students who join the major after their sophomore year are not required to take Fundamentals of Politics I or II. With department permission, they may substitute other courses **[credits]** for the standard introductory courses **[credits]** (PO 041, 042, 061, 081). Students who have scored at least a 4 on the American Government or Comparative Government AP exams may place out of the second introductory course (042, 061, 081). In either of these cases, students will still need to take 10 courses **[30 credits]**,

and will need to see the Undergraduate Director in order to get this waiver recorded on their Degree Audits.

- There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). WCAS courses may be used to fulfill elective requirements only. The Fundamentals of Politics course taught in the Woods College does not fulfill the introductory requirement for political science majors in the College of Arts & Sciences. Students should consult in advance with the Department's Director of Undergraduate Studies, if they intend to use a WCAS course to fulfill a major requirement.
- Students may transfer up to four courses **[12 credits]** from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses **[24 credits]** in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements.

Please Note: Even after the University has accepted a transfer or foreign study course **[credits]** for your A&S requirements, you will still need to see the Undergraduate Director or Foreign Study Advisor for special forms to move those classes **[credits]** into the appropriate categories on your Degree Audit.

Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed their sophomore year are invited to join the Honors program. Selection is based on their academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes.

The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. Members of the Honors program must take at least two Honors Seminars during their Junior and Senior years, in addition to the ten courses **[30 credits]** otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least12 Political Science courses **[36 credits]** in all.

Honors Seminar: One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. With the permission of the Director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars, subject to the approval of the faculty member teaching the seminar.

Honors Thesis: As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year, and in recent years almost all seniors in the Honors program have done so. An Honors Thesis is generally a 2-semester project, for which students earn credit for two elective courses in the major. Although the challenges of a senior thesis can seem daunting at the outset, the rewards upon completion are satisfying and enduring.

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least 12 courses **[36 credits]** in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who have achieved particular distinction within the major are eligible to graduate with High or Highest Honors. In awarding High or Highest Honors, the Department takes into consideration such additional signs of academic merit as the completion of an Honors Thesis.

For further information on the Political Science Honors Program, contact the Director of the Honors program.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the Department's study abroad adviser. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Office of International Programs in Hovey House.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses **[credits]** acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with the department's Foreign Study Advisor or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad adviser can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad adviser before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), email the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses **[six credits]** per semester from an institution abroad, or four courses **[12 credits]** for an entire year. These courses **[credits]** will count as major electives only. The four courses **[12 credits]** for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken **[credits earned]** abroad will be accepted for these distributional requirements. Final approval of courses **[credits]** taken abroad requires the signature of the Department's Study Abroad Adviser on the Approval Forms available from the Office of International Programs in Hovey House.

Special Programs

Thesis Writing Outside the Honors Program

With department permission, students who are not members of the Honors Program may still have the opportunity to write a thesis, by enrolling in PO 283/284 (Thesis I and II). This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as the thesis supervisor. The thesis courses do not satisfy subfield requirements in the major, but may be used to satisfy elective requirements.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships program enables students of at least sophomore status to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates of at least sophomore status are eligible. Fellowships are available for the Fall, Spring, and Summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire with faculty directly to express your interest in being involved in their research.

Awards and Fellowships

National Fellowships Competitions

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations: Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships, are among the major grants available. Some of these are available to Juniors and Seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is Professor Donald L. Hafner. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, consult the website for the University Fellowships Committee.

Undergraduate Course Offerings

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

PO 020 Internships (Fall/Spring: 1)
Gerald Easter

PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)
Satisfies Social Sciences 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 important questions and truths about the nature of politics.
Kathleen Bailey
Alice Behnegar
Dennis Hale
Kenji Hayao
Candace Hetzner

PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)
Satisfies Social Sciences 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 on 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
Gerald Easter
Dennis Hale
Kenji Hayao

PO 202 Environmental Policy (Spring: 3)

This course is an introduction to emerging issues in environmental management and politics. The course also will provide an introduction to the central institutional actors in environmental governance at the local, state and federal levels. The course will examine the intersection between science, policy and the law in current critical environmental issues and conflicts such as the management of public land, urbanization and sprawl, global climate change, natural resource management and public health.
Charles Lord

PO 225 Capstone: Lives of Faith and Solidarity (Spring: 3)
Cross Listed with UN 558
Prerequisite: Previous participation in a BC immersion trip to Latin America or a semester-long study abroad program in Latin America required. Students admitted with the permission of the instructor. Please contact instructor by email, purnelje@bc.edu.

What does it mean to live in solidarity with the poor and marginalized? How has your education prepared you for this? We will explore solidarity as a commitment of faith and politics through analysis of faith-based movements linking the U.S. and Latin America: Sanctuary Movement, Witness for Peace, and School of the Americas Watch. We will examine the meaning of faith and solidarity in our lives through previous and future service, advocacy, relationships, work, and spirituality.
Jennie Purnell

PO 281-282 Individual Research in Political Science I and II (Fall/Spring: 3)
Permission of instructor required.

These courses are directed by a Department member that culminates into a long paper or some equivalent.
The Department

PO 283-284 Thesis I and II (Fall/Spring: 3)
The Department

PO 291-292 Honors Thesis in Political Science I and II (Fall/Spring: 3)
The Department

PO 295 Honors Seminar: Immigration: Processes, Politics, and Policies (Fall: 3)

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of policy responses to the continuing controversy over immigration.
Peter Skerry

PO 296 Honors Seminar: Democracy in America (Spring: 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 U.S.; the danger and causes of administrative centralization; the effects of mores on law and law on mores; and the omnipresent problem of race.
R. Shep Melnick

PO 301 Policy and Politics in the U.S. (Fall: 3)
Offered Periodically

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.
R. Shep Melnick

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 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 parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. We will follow the progress of the 2010 election as it unfolds.
Kay Schlozman

PO 309 The U.S. Congress (Spring: 3)

In this course, we examine the institutional structure of the U.S. Congress and the workways of its members in both historical and contemporary perspective. Topics covered include the nomination and election of congressional candidates, the committee system, party leaders, rules and customs, the policy-making process, inter-chamber differences, and relations with other branches of government.
David A. Hopkins

PO 317 The American Presidency (Fall: 3)

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.
Marc Landy

PO 322 Courts and Public Policy (Spring: 3)

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.
R. Shep Melnick

PO 327 U.S. Constitutional Development (Fall: 3)
Satisfies Social Sciences Core Requirement
Corequisite: PO 328
Not open to students who have taken PO 321 American Constitutional Law. Open only to sophomores, juniors and seniors.

A survey of the development of American constitutionalism, considered historically as the product of legal, political and intellectual currents and crises. Coverage includes the Founding, the Marshall and Taney eras, the slavery crisis, the rise of corporate capitalism, the emergence of the modern state, the New Deal crisis, and new forms of rights and liberties. Topics include the growth of Supreme Court power, the Court's relation to the states and the other federal branches, and the influence on constitutional understandings of economic developments, reform movements, wars, party competition, legal, and political thought.
Ken I. Kersch

PO 328 Discussion Group: U.S. Constitutional Development (Fall: 0)
Corequisite: PO 327
The Department

PO 334 Political Behavior and Participation (Fall: 3)

This course explores the ways in which citizens acquire political knowledge and attitudes, and how they act on these beliefs in the political arena. Topics covered include political learning, socialization, group influence, news media effects, evaluation of candidates, voter turnout, and political activism. While the course will focus primarily on research conducted within the United States, many of its findings are more broadly applicable.

David A. Hopkins

PO 335 Conflict and Polarization in American Politics (Spring: 3)

This course examines the causes and consequences of differences in voting preferences within the American public. In particular, we'll focus on the ways in which divisions among citizens with respect to race, sex, social class, religion, ideology, and issue positions are associated with differing choices at the ballot box. We'll also explore the extent to which the American electorate is becoming more politically polarized over time, whether the United States is increasingly divided into "red" and "blue" territory, and how recent electoral trends within the mass public have affected the behavior of political leaders and the composition of elective institutions.

David A. Hopkins

PO 341 American Political Thought I (Fall: 3)

This course examines American political thought from the colonial settlements through the end of the Civil War. Topics include: religion and politics; modern liberalism; republican and democratic ideas in the colonies and states; the Constitution; parties; race and slavery; equalitarian ideas in politics, religion, and private life; judicial review, federalism, the democratic executive, constitutionalism, and representative government.

Dennis Hale

PO 357 Seminar:The Problem of Evil (Fall: 3)

Terrorism, genocide, ethnic cleansing—all raise the question of whether evil exists and whether there is anything we can do to respond to it. This course will examine how the problem of evil has been treated by classic texts in the Western tradition and will then seek to apply the lessons taught by those texts to acts of political evil in the twenty-first century.

Alan Wolfe

PO 360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

Kay Schlozman

PO 363 Muslims in U.S. Society and Politics (Spring: 3)
Offered Periodically

An examination of the demographic, social, cultural, religious, and political forces that are shaping the emergent American Muslim community. Intergenerational family dynamics, Muslim schools, mosque governance, civil religion in America, advocacy group politics, and voting patterns will be examined. So will ethnic, linguistic, national-origin, and sectarian differences among immigrant-origin Muslims, particularly their political implications. African-American Muslims will also be considered, especially their relations with immigrant-origin Muslims. Attention will be paid both to the impact of Muslims on American society and to the impact of American institutions and policies, especially post-9/11 initiatives such as the Patriot Act, on Muslims.

Peter Skerry

PO 399 Advanced Independent Research (Fall/Spring: 6)

The Department

PO 402 Comparative Revolutions (Spring: 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.

Paul Christensen

PO 403 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 Muslim 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 414 Politics and Society in Central Eurasia (Spring: 3)

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war. Reform strategies and models will be discussed.

Kathleen Bailey

PO 415 Models of Politics (Spring: 3)

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 418 U.S.-European Foreign Policy Cooperation (Fall: 3)

Prerequisite: Previous coursework in European politics or international relations is required.

Permission of instructor is required.

The transatlantic alliance is increasingly challenged by new geopolitical configurations and divergent assessments of what constitutes the most urgent threats to national security: a steady energy

supply, democratization, or fighting terrorism? What are the inherent links, tensions and tradeoffs when pursuing one objective at the cost of another? Students will be challenged to identify the defining traits of the transatlantic partnership as nations redefine themselves and their foreign policy goals in the wake of massive population shifts and changing economic circumstances.
Jonathan Laurence

PO 420 Modern Iran (Fall: 3)
Cross Listed with HS 326
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 nineteenth 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

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 431 Radical Political Economy: From Marx to Anti-Globalization (Fall: 3)

This course examines the work of radical thinkers from Marx to contemporary critics of globalization. The course examines Marx's theory of history and his writings on capitalist economics and politics. It explores the evolution of radical thinking on issues such as the state; the role of class in contemporary societies, particularly in relation to issues of gender, ethnicity, and religion as bases for identity and power; and prospects for progressive social transformation. We conclude with a critical examination of theories imperialism and globalization, and what they imply for the future of societies at different stages of development.
Paul Christensen

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 444 Intellectuals and Politics in the Middle East (Spring: 2)
Open to Juniors and Seniors only. Limited number of seats available to graduate students by permission of the instructor.

This course examines the role of intellectuals, as producers of ideas and as agents of social change, in relation to the state, political movements, and civil society. Given the centrality of the religious discourse in the contemporary politics of the Middle East, a major focus of the course will be on the various ways in which intellectuals, both religious and secular, have used religious ideas and symbols to frame their own notions about resistance to the "onslaught of the West," modernity, secularism, social justice, social reform, and democracy.
Ali Banuazizi

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 448 The Political Development of Western Europe (Fall: 3)

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.
Jonathan Laurence

PO 449 Domestic Politics in Postwar Europe (Spring: 3)

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.
Jonathan Laurence

PO 452 Seminar: Presidents and Prime Ministers (Fall: 3)

This course will focus its attention on the top elected political leaders of democratic states—presidents or prime ministers (or, in the case of certain countries, both). As part of the course requirements, students will develop a particular country case study (e.g., Great Britain, India, South Africa), looking at how the politics shapes what they do and how they shape their countries' politics.
Kenji Hayao

PO 502 U.S.-Iran Relations since World War II (Spring: 3)

This course examines the domestic, regional, ideological, and strategic dynamics of the troubled relationship between the United States and Iran through the following phases: the aftermath of World War II and the onset of the Cold War; Iran's oil nationalization crisis and the 1953 CIA-sponsored coup against the country's popular government; United States' unconditional support for Iran's rise to the

position of the regional superpower in the Persian Gulf under the last Pahlavi Shah; the Islamic Revolution of 1979 and the subsequent hostage crisis; and the present state of mutual distrust, tension, and potential confrontation.
Ali Banuazizi

PO 510 Globalization (Fall: 3)
Cross Listed with IN 510
Satisfies Cultural Diversity Core Requirement

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.
Paul Christensen

PO 514 East Asian Security (Spring: 3)
Prerequisite: PO 081, PO 500, or PO 507
Satisfies Cultural Diversity Core Requirement

This class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's great power relationship—U.S.-China relations—and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China Sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of state behavior and prospects for regional stability and instability.
Robert S. Ross

PO 518 Liberalism, Nation Building, and American Foreign Policy (Spring: 3)
Not open to students who have taken PO 517.

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might U.S. policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?
David A. Deese

PO 519 The European Union in World Affairs (Fall: 3)

This course examines the external relations of the European Union, as it seeks to establish an economic, normative, and military power status in world affairs. It will employ theoretical approaches to understand in what capacity and to what effect the EU is involved with global governance and relations with states outside its borders. It will introduce the institutional arrangements of EU external relations and delve into EU activity in policy areas including human rights and democracy promotion, international peacekeeping, and trade and economic development.
Jennifer L. Erickson

PO 520 Seminar: Globalization and National Security (Fall: 3)

How have accelerated forces of globalization in recent decades affected national security? This course examines how globalization can amplify, change, and create challenges to national security in major powers and smaller states alike. We will explore how states define and respond to these challenges in the context of a number of issue areas, such as defense production, terrorism, trade, energy, and migration.
Jennifer L. Erickson

PO 521 International Law (Fall: 3)
Cross Listed with IN 521

See course description in the International Studies Department.
Hiroshi Nakazato

PO 522 International Institutions, Public, and Private (Spring: 3)

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political-economic discourse within states.
David A. Deese

PO 525 Politics and Institutions of International Economics (Fall: 3)

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.
David A. Deese

PO 638 Islamic Political Philosophy (Spring: 3)

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought—the encounter of Islam with Greek philosophy in the classical period and its encounter with modern secular west in late modernity.
David DiPasquale

PO 641 Enlightenment Political Thought (Spring: 3)

This course will focus on a variety of themes debated during the Enlightenment such as the relation between religion and politics, the significance of the differences between communities, and the role of intellectual life in society.
Christopher J. Kelly

PO 655 The Question of Justice (Fall: 3)
This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.
Christopher J. Kelly

PO 659 Liberal Democracy and Its Critics (Fall: 3)

The worldwide expansion of liberal democracy is perhaps the most important trend of recent history. Yet difficulties and attacks have arisen, in practice and theory. Leading democracies are weighed down by debt and divisions; the successes of an authoritarian brand of mass

production earns increasing respect for China. Also, deep critiques have arisen from environmentalists, communitarians, multiculturalists, and post-modernists. The course examines the foundations of our liberal democratic way of life and leading challenges to it.
The Department

PO 669 Leadership (Spring: 3)

A study of a classic text on military and political leadership, Xenophon's account of how to form and lead an army out of the Middle East, and of a modern example, perhaps Ataturk's founding of modern Turkey out of an Islamic monarchy.
Robert K. Faulkner

Psychology

Faculty

Lisa Feldman Barrett, *Professor;* B.Sc., University of Toronto; Ph.D., University of Waterloo
Hiram H. Brownell, *Professor;* A.B., Stanford University; M.A., Ph.D., Johns Hopkins University
Randolph Easton, *Professor;* B.S., University of Washington; A.M., Ph.D., University of New Hampshire
Peter Gray, *Research 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
Ellen Winner, *Professor;* Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University
Donnah Canavan, *Associate Professor;* A.B., Emmanuel College; Ph.D., Columbia University
Elizabeth A. Kensinger, *Associate Professor;* B.A., Harvard University; Ph.D., Massachusetts Institute of Technology
Michael Moore, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Gilda A. Morelli, *Associate Professor;* B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst
Karen Rosen, *Associate Professor;* B.A., Brandeis University; Ph.D., Harvard University
Joseph J. Tecce, *Associate Professor;* A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America
Sara Cordes, *Assistant Professor;* B.A., University of California; M.S., Ph.D., Rutgers University
Sean MacEvoy, *Assistant Professor;* Sc.B., Ph.D., Brown University
Gorica D. Petrovich, *Assistant Professor;* B.S., University of Belgrade, Serbia; Ph.D., University of Southern California
Ehri Ryu, *Assistant Professor;* M.A., Ph.D., Arizona State University
Scott D. Slotnick, *Assistant Professor;* M.S., Ph.D., University of California, Berkeley
Maya Tamir, *Research Assistant Professor;* B.A., Tel-Aviv University; Ph.D., University of Illinois at Urbana-Champaign
Alexa Veenema, *Assistant Professor;* M.Sc., Ph.D., University of Groningen, the Netherlands

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- www.bc.edu/psychology

Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Psychology focuses on basic, normal psychological functions such as memory, emotion, visual perception, social interaction, development and learning, and problem solving and creativity, as well as on abnormal processes such as psychopathology, dementia, and retardation. Psychologists study universals as well as individual and cultural differences in mental functioning. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and enjoyment, and a deeper understanding of the human condition. They also provide the knowledge and tools necessary for students to prepare for graduate training.

The Psychology Department offers two majors: The Psychology Bachelor of Arts (B.A.) major, and the Psychology Bachelor of Science (B.S.) major. Both degree options introduce students to the broad range of topics that psychologists study, while also allowing students to choose an individualized course of study and focus on some aspects of psychology in greater depth. Both options allow students to gain research experience working in one or more of our psychology labs.

The Psychology B.A. major is particularly suited to students who wish to understand human behavior and mental functioning at the behavioral level. Students will take Psychology courses relevant to social, developmental, and cognitive psychology and will learn how animal models can be used to inform human behavior. Together these courses will provide students with an appreciation for the theories that have been put forth to explain human behavior and for the importance of considering clinical, cultural, social, and developmental factors when trying to understand why humans think, feel, and act as they do.

The Psychology B.S. major is particularly suited to students who wish to explore the brain mechanisms of human and animal behavior and mental functioning. Students will take courses from the Psychology, Biology, and Chemistry Departments that are related to evolution, genetics, physiology, neurobiology, and the neural basis of higher cognitive and emotional processes in humans. Together these courses will provide students with a strong foundation in the neurobiological processes that underlie behavior, motivation, and cognition. Pre-med students who are interested in majoring in Psychology are advised to pursue the Psychology B.S major.

Requirements for Psychology B.A. Majors for the Class of 2014 and On.

Students must take a minimum of **34 credits** in the Department, including the following required courses:

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after

entering the major. The courses can be taken in either order (3 credits each)
- Introduction to Behavioral Statistics and Research I (PS 120) (4 credits) and Introduction to Behavioral Statistics and Research II (PS 121). (3 credits) These courses should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters:
  Biological (PS 285 or PS 287)
  Cognitive (PS 272 or PS 274)
  Developmental and Clinical (PS 260 or PS 234 [formerly PS 264])
  Social and Personality (PS 241 or PS 242)
  (3 credits each)
- Four additional courses in Psychology, at least three of which must be at the 300-level or higher and the fourth course at the 200-level or higher. (3 credits each)

Requirements for Psychology B.A. Majors for the Class of 2013 and Prior.

Students must take a minimum of **ten courses** in the Department, including the following required courses:
- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order.
- 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 285 or PS 287)
  Cognitive (PS 271, PS 272, or PS 274)
  Developmental and Clinical (PS 260 or PS 234 [formerly PS 264])
  Social and Personality (PS 241 or PS 242)
- Three additional courses in Psychology, at least two of which must be at the 300-level or higher and the third course at the 200-level or higher.

Requirements for Psychology B.S. Majors for the Class of 2014 and On.

Students must take a minimum of **60 credits,** including the following required courses:

Thirty-one (**31**) **credits** within the Department
- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order. (3 credits each)
- Introduction to Behavioral Statistics and Research I and II (PS 120 (4 credits) and PS 121 (3 credits)) should be taken in the sophomore year, when possible.
- PS 285 (3 credits) Behavioral Neuroscience
- PS 272 (3 credits) Cognitive Psychology: Mental Processes and their Neural Substrates
- Any one of the following (3 credits) courses:
  PS 234 Abnormal Psychology
  PS 241 Social Psychology
  PS 242 Personality Theories,
  PS 260 Developmental Psychology
- Three (3 credits each) Psychology neuroscience courses: one from one of the following clusters, and two from the other cluster. One of these must be a laboratory course from one of these clusters.
  Cognitive/Affective Neuroscience Cluster:
  PS 371 Cognitive Neuroscience: Exploring Mind and Brain
  PS 372 Affective Neuroscience
  PS 375 Psychology and Neuroscience of Human Memory
  PS 473 Event-Related Potentials (laboratory course)
  PS 570 Advanced Topics in Cognitive Neuroscience
  PS 571 Controversies in Cognitive Neuroscience
  PS 574 Neuroscience of Sensation and Perception
  PS 575 Advanced Affective Neuroscience
  PS 579 Methods in Human Brain Mapping (laboratory course)

  Any one of the following courses in a Cognitive/Affective Neuroscience laboratory [Brownell, Kensinger, MacEvoy, Young]: (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):
  PS 490 Senior Thesis I (laboratory course)
  PS 495 Senior Honors Thesis I (laboratory course)
  PS 497 Scholars Project Research (laboratory course)

  Systems Neuroscience Cluster:
  PS 381 Neurobiology of Social Behavior
  PS 382 Neurobiology of Stress
  PS 383 Neurobiological Basis of Learning and Memory
  PS 384 Neurobiology of Sensory and Motor Systems
  PS 385 Neurobiology of Motivation and Emotion
  PS 386 Psychopharmacology
  PS 387 Developmental Neuroscience and Behavior
  PS 388 Neurobiology of Eating and Eating Disorders
  PS 584 Epigenetics and Mental Disorders
  PS 585 Brain Systems: Motivation and Emotion
  PS 589 Neural Systems and Social Behavior

  Any one of the following courses in a Behavioral Neuroscience laboratory [Numan, Petrovich, Veenema]:
  (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):
  PS 490 Senior Thesis I (laboratory course)
  PS 495 Senior Honors Thesis I (laboratory course)
  PS 497 Scholars Project Research (laboratory course)
- Minimum of **29 credits** outside the Department
- Three Biology Courses (at least 9 credits total):
  BI 200 Molecules and Cells
  BI 202 Organisms and Populations
  Any one of the following intermediate or advanced Biology courses (one semester, 300-level or above):
  BI 304 Molecular Cell Biology
  BI 305 Genetics
  BI 426 Vertebrate Anatomy
  BI 435 Biological Chemistry
  BI 437 Developmental Neuroscience and Behavior
  BI 442 Principles of Ecology
  BI 445 Animal Behavior,

BI 458 Evolution
BI 485 Research in Neuroscience Lab
BI 510 General Endocrinology
BI 551 Cell Biology of the Nervous System
BI 554 Physiology
BI 556 Developmental Biology
BI 557 Neurochemical Genetics

- Two Chemistry courses (8 credits total):
  CH 109 General Chemistry I with Lab (CH 111)
  CH 110 General Chemistry II with Lab (CH 112)
- Two Math courses (at least 6 credits total):
  Two courses at the level of MT 004 Finite Math or above, one of which may be a Computer Science course in CSOM (CS 021 or CS 074). MT 100 and MT 101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):
  At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology Neurosciences courses listed above at the 300-level or above. Students planning on applying to Doctoral Programs in Neuroscience should consult with their advisor about which of these courses to choose. Biology courses must be 300-level or above. Chemistry and Physics courses must be 200-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.

  Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CH 231 Organic Chemistry I and CH 232 Organic Chemistry II, or PH 209 Introduction to Physics I and PH 210 Introduction to Physics.

Requirements for Psychology B.S. Majors for the Class of 2013 and Prior.

Students must take a minimum of **19 courses,** including the following required courses:

Ten courses within the Department

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- PS 285 Behavioral Neuroscience
- PS 272 Cognitive Psychology: Mental Processes and their Neural Substrates
- Any one of the following courses:
  PS 234 Abnormal Psychology
  PS 241 Social Psychology
  PS 242 Personality Theories
  PS 260 Developmental Psychology
- Three Psychology neuroscience courses: one from one of the following clusters, and two from the other cluster. One of these must be a laboratory course from one of these clusters.
  Cognitive/Affective Neuroscience Cluster:
  PS 371 Cognitive Neuroscience: Exploring Mind and Brain
  PS 372 Affective Neuroscience
  PS 375 Psychology and Neuroscience of Human Memory,
  PS 473 Event-Related Potentials (laboratory course)
  PS 570 Advanced Topics in Cognitive Neuroscience
  PS 571 Controversies in Cognitive Neuroscience
  PS 574 Neuroscience of Sensation and Perception
  PS 575 Advanced Affective Neuroscience
  PS 579 Methods in Human (laboratory course)
  Brain Mapping

  Any one of the following courses in a Cognitive/Affective Neuroscience laboratory [Brownell, Kensinger, MacEvoy, Young]. (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):
  PS 490 Senior Thesis I (laboratory course)
  PS 495 Senior Honors Thesis I (laboratory course)
  PS 497 Scholars Project Research (laboratory course)
  Systems Neuroscience Cluster:
  PS 381 Neurobiology of Social Behavior
  PS 382 Neurobiology of Stress
  PS 383 Neurobiological Basis of Learning and Memory
  PS 384 Neurobiology of Sensory and Motor Systems
  PS 385 Neurobiology of Motivation and Emotion
  PS 386 Psychopharmacology
  PS 387 Developmental Neuroscience and Behavior
  PS 388 Neurobiology of Eating and Eating Disorders
  PS 584 Epigenetics and Mental Disorders,
  PS 585 Brain Systems: Motivation and Emotion
  PS 589 Neural Systems and Social Behavior.

  Any one of the following courses in a Behavioral Neuroscience laboratory [Numan, Petrovich, Veenema]. (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):
  PS 490 Senior Thesis I (laboratory course)
  PS 495 Senior Honors Thesis I (laboratory course)
  PS 497 Scholars Project Research (laboratory course)
- Nine courses outside the Department
- Three Biology Courses:
  BI 200 Molecules and Cells
  BI 201 Organisms and Populations
  Any one of the following intermediate or advanced Biology courses (one semester, 300-level or above):
  BI 304 Molecular Cell Biology
  BI 305 Genetics
  BI 426 Vertebrate Anatomy
  BI 435 Biological Chemistry
  BI 437 Developmental Neuroscience and Behavior
  BI 442 Principles of Ecology
  BI 445 Animal Behavior
  BI 458 Evolution
  BI 485 Research in Neuroscience Lab
  BI 510 General Endocrinology
  BI 551 Cell Biology of the Nervous System,
  BI 554 Physiology
  BI 556 Developmental Biology
  BI 557 Neurochemical Genetics.
- Two Chemistry courses:
  CH 109 General Chemistry I with Lab (CH 111)

CH 110 General Chemistry II with Lab (CH 112)

- Two Math courses:
  Two courses at the level of MT 004 Finite Math or above, one of which may be a Computer Science course in CSOM (CS 021 or CS 074). MT 100 and MT 101 (Calculus I and II) are highly recommended for those who plan to go on to a doctoral program in neuroscience.
- Two of the following courses:
  At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology neuro sciences courses listed above at the 300-level or above. Students planning on applying to doctoral programs in neuroscience should consult with their advisor about which of these courses to choose. Biology courses must be 300-level or above. Chemistry and Physics courses must be 200-level or above. **Important:** Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.

Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CH 231 Organic Chemistry I and CH 232 Organic Chemistry II, and PH 209 Introduction to Physics I and PH 210 Introduction to Physics

Advanced Placement

For either the Psychology B.A major or the Psychology B.S major a score of four or five on the A.P. Psychology examination may be substituted for either PS 110 or PS 111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional 200-level Psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PS 490 in the fall and/or PS 491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors (either Psychology B.A. or Psychology B.S.) with a particular interest in careers in clinical or counseling psychology or clinical social work. Although the concentration does not lead to a license for such careers, it does lay a solid foundation in coursework, research, and field experiences that prepare students for applying to a graduate program in these fields.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration, along with a listing of the additional required courses, is available at www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html. Students should contact the concentration adviser, Karen Rosen, for additional information, if necessary.

Neuroscience Concentration

Please note: This concentration is available only to Psychology B.A. majors from the class of 2013 and prior. Students from the class of 2014 and on are advised to consider the Psychology B.S. major.

The Neuroscience concentration within the Psychology B.A. major allows students to engage in course work and research that will provide them with a strong understanding of the brain mechanisms 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; neurobiology of behavioral development; molecular neurobiology of behavior; neural basis of higher cognitive and emotional processes in humans; evolution and genetics of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences but will also be valuable to premedical students or those interested in the health-related professions. The requirements for the concentration are listed at www.bc.edu/schools/cas/psych/undergrad/opportunities/neuroscience.html. Students should see one of the faculty advisers (Michael Numan, Gorica Petrovich, and Elizabeth Kensinger) for additional advice, if necessary.

Honors Program

The Psychology Honors Program offers students in both the Psychology B.A. major and the Psychology B.S. major an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in their Psychology major 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 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point the student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the major requirements for both B.A. and B.S. Psychology majors. The second semester

of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the courses required for the majors. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the A&S Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

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 requirements. Approval should be obtained before the start of the study abroad program.

Fifth Year Program: B.A./M.A.

The B.A./M.A. program is limited to students who are majoring in Psychology at Boston College. The program is designed to allow selected students to earn both a B.A. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Departments five areas of concentration are:

- Cognitive and Cognitive Neuroscience
- Behavioral Neuroscience
- Social-Personality
- Developmental
- Quantitative

Visit the department's website located at www.bc.edu/psychology for additional information on these areas.

Fifth Year Program: B.A./M.S.W.

Please note: This program is available only to Psychology B.A. majors.

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology B.A. major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year. Contact faculty advisor Michael Moore in the Psychology Department for more information.

Faculty Advisement

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty 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 111 (e.g., PS 011, PS 029, PS 032, PS 045, PS 072, PS 110, and PS 111).

Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none 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 110-PS 111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- **PS 120-PS 199:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

Undergraduate Course Offerings

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

PS 029 Mind and Brain (Spring: 3)
Satisfies Social Sciences Core Requirement
Does not provide credit toward completion of the Psychology major.

This course is an introduction to the field of biopsychology, an approach to psychology stressing brain function as the source of cognition and behavior. We begin the course by establishing a "common vocabulary" by reviewing basics of brain and neuronal function.
Jeffrey Lamoureux

PS 045 Fundamentals of Happiness (Fall: 3)
Satisfies Social Sciences Core Requirement
Does not provide credit toward completion of the Psychology major.

This course presents central theories of humanistic psychology. Starting from historic writings of Freud and Jung, the course offers an array of psychological perspectives on existential questions, e.g., what motivates one to be altruistic as well as destructive; what constitutes meaning in relationships; how does one face suffering and death; and what are sources and resolutions for anxiety. Writers receiving primary attention include: Frankl, May, Maslow, Rogers, and Fromm. Clinical writing of Yalom show how humanistic/existential psychology is put into therapeutic practice.
David Smith

PS 072 Memory in Everyday Life (Fall: 3)
Satisfies Social Sciences Core Requirement
Does not provide credit toward completion of the Psychology major.

Memory doesn't just help us to excel on exams or to reminisce with friends. The ability to learn from past experiences makes us who we are and allows us to function in society. This course uses the study of memory as a way to explore the psychological research process. We will examine how we remember and why we forget, how our memories are tied to our sense of self and to our relations to others in society, and how everyone from advertisers to professors can capitalize on the nature of memory to influence what we remember about an experience.
Elizabeth Kensinger

PS 110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This is one of a 2-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.
Gene Heyman

PS 111 Introduction to Psychology as a Social Science (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This is one of a 2-course introductory sequence required for Psychology majors, along with PS 110. PS 110 and PS 111 can be taken in any order. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.
Michael Moore

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 4)
Corequisite: PS 122

This course is the first in a 2-semester sequence surveying research methodologies and statistical procedures used in psychological research. In the first semester, the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential data analysis such as averages, measures of variability, shapes of distributions, probability, sampling distributions, hypothesis testing, effect size, statistical power, correlation and regression, t-tests, and analysis of variance.
Hiram Brownell

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)
Prerequisite: PS 120

The second semester of the PS 120-121 sequence will examine common research methodologies in conjunction with appropriate statistical analysis so that students will learn both how to design and critique empirical research and how to apply statistical procedures. Topics will include behavioral observation, surveys, psychological measurement and test construction, single subject designs, and standard experimental and quasi-experimental designs used in laboratory research. Some statistical procedures not covered in PS 120 will be introduced as relevant, such as multiple regression, repeated measures analysis of variance, and analysis of frequencies.
Hiram Brownell

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 Department

PS 234 Abnormal Psychology (Fall/Spring: 3)
Formerly PS 264

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.
Evan Waldheter

PS 241 Social Psychology (Fall/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.
Judy Dempewolff

PS 242 Personality Theories (Fall: 3)
Prerequisite: PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.
James Russell

PS 260 Developmental Psychology (Fall/Spring: 3)
Prerequisite: PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.
Ramsay Liem
Sherri Widen

PS 272 Cognitive Psychology: Mental Processes and Their Neural Substrates (Fall/Spring: 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.
Jennifer Fugate

PS 274 Sensation and Perception (Spring: 3)
Prerequisite: PS 110

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 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.
Jeffery Lamoureux

PS 285 Behavioral Neuroscience (Fall/Spring: 3)
Prerequisite: PS 110, BI 100-102, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.
Michael Numan

PS 287 Learning and Motivation (Fall/Spring: 3)

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. Do animals simply acquire stimulus-response tendencies or do they have expectations and cognitions? How would we ask this experimentally? Finally, we will discuss recent findings regarding the brain mechanisms underlying simple learning.
Jeffrey Lamoureux

PS 331 Developmental Psychopathology (Spring: 3)
Formerly PS 361
Prerequisite: PS 260

This course will provide an introduction to the field of developmental psychopathology. This is an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual, and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions.
Amy Tishelman

PS 332 Disorders in Adolescence (Spring: 3)

Adolescence is a pivotal stage of development sometimes characterized by turbulence and "Storm and Stress." This course presents developmental themes usually encountered at this stage of transition and explores more extraordinary issues that compromise psychological functioning from adolescence into adulthood. Specific topics for study include: identity/gender issues, personality formation, problems with attachment and separation, psychosexual trauma, substance abuse, anti-social conduct, body image, eating disorders, and other more serious disturbances in mood state and thought.
David Smith

PS 333 Addictions (Spring: 3)
Prerequisites: Two courses in a social and/or natural science or permission of the instructor

This course provides a research based account of addiction, focusing largely but not exclusively on drug addictions. The readings and lectures address the history of addiction, addictions to legal and illegal drugs, whether there are nondrug addictions (e.g., Internet addiction), treatment, the distinction between voluntary and involuntary behavior, and how people make choices. Themes include the idea that addiction provides a window into the nature of voluntary behavior and the use of research to answer questions regarding individual and social well-being.
Gene Heyman

PS 334 Interpersonal Violence (Fall: 3)
Formerly PS 364
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 335 Family Disorders and Interventions (Fall: 3)
David Smith

PS 336 Clinical Psychology: Treatment of Psychological Disorders (Fall/Spring: 3)
Prerequisite: PS 234 or 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 emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.
Karen Rosen

PS 344 Psychology of Gender (Fall/Spring: 3)
Prerequisite: PS 241

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.
Judy Dempewolff

PS 344 Psychology of Gender (Fall: 3)
Judy Dempewolff

PS 345 Social Motivation (Spring: 3)

How do other people affect our motivation to act? Psychology has given too much emphasis to extrinsic rewards and too little to the ways in which our relationships with others determine our choices, feelings, and thoughts. Many of our behaviors are motivated primarily by our relationships with others. In this course we will explore the influence of others on our behavior. Topics to be considered include kindness and cruelty, cooperation and competition, conformity and rebellion.
Donnah Canavan

PS 354 Culture, Identity, and Asian American Experience (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Required for the Asian American Studies Concentration.

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.
Ramsay Liem

PS 362 Animal Cognition (Fall: 3)

This course explores intelligence and cognitive processes across a variety of animal species, including humans. It addresses such questions as, do chimpanzees lie? Can dolphins count? What makes us uniquely human? Topics include mental representation, memory, tool use, counting, problem-solving, self-awareness, social knowledge, and communication/language. For each area, we will examine the evidence from both wild and laboratory settings, continually returning to the questions of what such knowledge tells us about non-human animals, and how this knowledge informs our theories of human cognition.
Kelly Jaakkola

PS 365 Adolescent Development (Spring: 3)
Prerequisite: PS 260

This course explores the physical, cognitive, social, and emotional changes that occur during adolescence. The role of family, peers, and school will be addressed. The course will also examine employment and career development and growth during the college years. Attention will be given to cohort effects and to the role of gender, socioeconomic status, and ethnic background.
Karen Rosen

PS 366 Social and Emotional Development (Spring: 3)

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence.
Karen Rosen

PS 368 Psychology of Play and Exploration (Spring: 3)

How do babies perceive the world? What do they understand about people and objects? What draws them to other people? How do they achieve the beginnings of symbolic thought and language? What about these early skills are distinctively human? Looking at the first few years of life, this course reviews past and current research, providing an understanding of the interactive role of genetics and the environment on this very important period in human development.
Sara Cordes

PS 371 Cognitive Neuroscience: Exploring Mind and Brain (Spring: 3)
Prerequisites: PS 110, PS 111, and PS 272

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes including perception, attention, memory, action, and language (identified using techniques such as functional MRI, event-related potentials, and lesion studies). Other mind-brain topics that will be considered include hemispheric specialization, neural plasticity, frontal lobe function, and consciousness.
Scott Slotnick

PS 375 Psychology and Neuroscience of Human Memory (Fall: 3)
Prerequisite: PS 110

The field of memory research studies how people organize, maintain, and access experiences they have had, and knowledge and information they have encountered. This course introduces the theories, methodologies, and findings in current memory research. Topics, among others, include memory structures, processes, the flow of information, implicit and explicit memory, working memory, short- and long-term memory as they are currently defined, metacognitive processes, memory and aging, and the neuroscience of memory.
Elizabeth Kensinger

PS 377 Psycholinguistics
Cross Listed with SL 361

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

PS 383 Neurobiological Basis of Learning (Fall: 3)
Prerequisite: PS 110

This course will explore the neural mechanisms that underpin basic processes of learning and memory. Students will read primary journal articles from a diverse literature investigating the role of several brain structures and neurotransmitter systems in the storage and retrieval of information. Topics covered will include both systems-level neuroscience (e.g., What do the hippocampus, amygdala, VTA, etc.

actually do?), as well a more molecular view of the role of specific neurochemicals and intracellular processes in producing changes in synaptic connections.
Jeffery Lamoureux

PS 385 Brain Systems: Motivation and Emotion (Spring: 3)
Prerequisite: PS 285 or PS 287

This course will review the neurobiology underlying motivated and emotional behaviors. The current neuroscience findings from animal models will be the primary focus of the course; however, results from human studies will be incorporated in some discussions.
Gorica Petrovich

PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Spring: 3)
Prerequisites: PS 234, PS 264, PS 285, or PS 287

This course explores Psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.
The Department

PS 387 Developmental Neuroscience and Behavior (Fall: 3)
Prerequisites: BI 200, and PS 285 or BI 481, and one of the following: BI 304, BI 305, BI 315, BI 414, or BI 440
Cross Listed with BI 437

See course description in the Biology Department.
Marilee P. Ogren-Balkema

PS 388 Neurobiology of Eating and Eating Disorders (Fall: 3)
Prerequisite: PS 285, PS 287, PS 384, PS 572, or PS 573

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory. The course will explore the current neuroscience findings from animal models, and human studies relevant to appetite, regulation of eating, and eating disorders.
Gorica Petrovitch

PS 392 Visual Perception in Art and Science (Fall: 3)
Cross Listed with CS 092, FA 294
Satisfies the Fine Arts requirement of the University Core

See course description in the Fine Arts Department.
Michael Mulhern
Stella Yu

PS 399 Advanced Independent Research (Fall/Spring: 6)
The Department

PS 431 Seminar in Positive Psychology (Spring: 3)
Prerequisites: PS 121, and either PS 241, or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love and gratitude. Growth, healing, relatedness and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.
Donnah Canavan

PS 432 Self-Destructive Behavior and Choice (Fall: 3)
Prerequisite: An introductory course in psychology or economics or permission of instructor.

This course will focus on research on individual choice and decision making. The topics include prisoner's dilemma, delay discounting, optimal choice, risky choice, gambling, risk aversion, and related issues. Readings are drawn from psychology, economics, and behavioral economics.
The Department

PS 436 Clinical Field Work in Psychology (Fall/Spring: 3)
Prerequisite: PS 336 or PS 360

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).
Karen Rosen

PS 447 Individual Differences and Social Behavior (Fall: 3)
Prerequisites: PS 111, PS 120/121, PS 241, or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.
Donnah Canavan

PS 448 Achievement Motivation (Spring: 3)
Prerequisites: PS 111, 120, 121, and 241 or 242

Achievement Motivation is an advanced undergraduate seminar. This course presents a wide-ranging set of theories/ideas about achievement and what facilitates and hinders it. Topics include intrinsic and extrinsic motivation, success, productivity, competition, fear of success, fear of failure, greed, risk, and social energy. Some of the psychological processes that will be covered are the childhood, cultural, and educational origins of achievement motivation, the development of expertise, and success and psychological health.
Donnah Canavan

PS 466 Current Issues in Developmental Psychology (Spring: 3)
Prerequisite: PS 260
Recommended for juniors and seniors.

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice.
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. Students writing a thesis may take only a 1-semester thesis course, or they may take a 2-semester sequence, PS 490 and PS 491.

The Department

PS 495-496 Senior Honors Thesis I and II (Fall/Spring: 3)

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

The Department

PS 497 Scholars Project Research (Fall: 6)

This course is limited to Psychology majors who are conducting their Scholar of the College research.

PS 499 Honors Seminar (Spring: 1)

Ellen Winner

Undergraduate and Graduate Course Offerings

PS 377 Psycholinguistics (Fall: 3)

Prerequisites: PS 272, PS 254

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

PS 506 Structural Equation Modeling (Spring: 3)

Prerequisite: Permission of instructor

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

Ehri Ryu

PS 560 Advanced Topics in Developmental Psychology (Fall: 3)

Prerequisites: PS 260 and permission of instructor

This seminar explores major theories and issues in cognitive developmental psychology. Students gain a historical understanding of the emergence of developmental psychology as a field, become familiar with Piagetian theory, and explore more recent theories and findings in the aftermath of Piaget.

Sara Cordes

PS 589 Neural Systems and Social Behavior (Spring: 3)

Prerequisite: An undergraduate neuroscience course, such as PS 285

This course will review the neural systems that regulate basic social behaviors and processes such as sexual and parental behaviors, aggression, the development of sex differences, and the formation of social attachments in nonhuman animals and in humans. Genetic, hormonal, developmental, neurochemical, and neural circuitry analyses will be presented. One goal will be to show how genetic factors and life experiences interact to influence brain development and social behavior.

Michael Numan

PS 600 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with SC 378, SW 600

See course description in the Sociology Department.

The Department

PS 608 Multivariate Statistics (Spring: 3)

Prerequisite: PS 606

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, hierarchical linear model.

Ehri Ryu

Romance Languages and Literatures

Faculty

Vera Lee, *Professor Emerita;* A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus;* M.A., Ph.D., Harvard University

Maria L. Simonelli, *Professor Emerita;* Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence

Rebecca M. Valette, *Professor Emerita;* B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus;* B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor;* A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne Eugène Carpenter, *Professor;* B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union, Berkeley

Rena A. Lamparska, *Professor;* LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Norman Araujo, *Associate Professor;* A.B., A.M., Ph.D., Harvard University

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Stephen Bold, *Associate Professor;* B.A., University of California; M.A., Ph.D., New York University

Ernesto Livon-Grosman, *Associate Professor;*B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor;* B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, *Associate Professor;* B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, *Associate Professor;* Chairperson of the Department; 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., Westhampton College, 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;* Graduate Program Director; B.A., Wesleyan University; M.A., Ph.D., Boston College
Régine Michelle Jean-Charles, *Assistant Professor,* B.A., University of Pennsylvania; A.M., Ph.D., Harvard University
Jeff Flagg, *Adjunct Professor;* Director of Undergraduate Studies; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University
Joseph Breines, *Adjunct Associate Professor;* B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University
Kathy Lee, *Adjunct Associate Professor;* B.A. Pennsylvania State University; M.A., Ph.D., Yale University
Christopher R. Wood, *Adjunct Associate Professor;* B.A., Columbia University; M.A., Ph.D., Yale University
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Catherine Wood Lange, *Adjunct Assistant Professor;* B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook
Andrea Javel, *Senior Lecturer;* B.A., University of Dayton; M.A., Universite René Descartes (Paris), M.Ed., Harvard University
Debbie Rusch, *Senior Lecturer;* B.S., M.S., University of Wisconsin-Madison

Contacts

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- Graduate and Undergraduate Records Secretary**:** 617-552-3820
- www.bc.edu/rll
- rll@bc.edu

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Please Note: The University will be converting from a course-based system to a credit-based system, beginning with the Class of 2014. Therefore, for students in the Classes of 2014 and beyond, special information on course requirements is included in **Bold Face type and in [brackets].**

Major in French

Requirements: Ten 3-credit courses **[30 credits]**

- Four courses **[12 credits]** to be chosen from among the following:
  RL 305 Introduction to Drama and Poetry
  RL 306 Introduction to Narrative Forms
  RL 307 Masterpieces of French Literature
  RL 308 Advanced Language Studies in French
  RL 309 Topics in French Culture and Civilization

Note: Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses **[12 credits]** in French language, literature, or culture at the 400 level or above
- Two electives **[6 credits]** to be chosen among the following:
  RL 210 French Composition, Conversation, and Reading II*
  Additional courses at the 300 or 400 level
  RL 572 Comparative Development of the Romance Languages
  RL 595 (ED 303) Teaching Foreign Languages: Topics in Second Language Acquisition
  RL 210 French Composition, Conversation and Reading II can be taken for elective credit as the first course in the major.

Senior Year Requirement: All majors must take one advanced course **[3 credits]** each semester of their senior year.

Minor in French

Requirements: Six 3-credit courses **[18 credits]**

- Two foundation courses **[6 credits]** to be chosen from among the following:
  RL 305 Introduction to Drama and Poetry
  RL 306 Introduction to Narrative Forms
  RL 307 Masterpieces of French Literature
  RL 308 Advanced Language Studies in French
  RL 309 Topics in French Culture and Civilization
- One advanced course **[3 credits]** at the 400 or 700 level.
- Three electives **[9 credits]** to be chosen among the following:
  RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)
  Additional courses at the 300 or 400 level

Senior Year Requirement: All minors must take one advanced course **[3 credits]** during a single semester of their senior year.

Major in Hispanic Studies

Requirements: Ten 3-credit **[30 credits]** courses that must include the following:

- RL 395 Contextos **[3 credits]**
- Four 600-level advanced courses **[12 credits]** in literature and culture, which must include one course **[3 credits]** in each of the following categories:
  Pre-1800 Peninsular literature and culture
  Pre-1800 Latin American literature and culture
  Post-1800 Peninsular literature and culture
  Post-1800 Latin American literature and culture
- Five electives **[15 credits]**, which can be chosen from among the following:
  RL 216 Spanish Conversation, Composition, and Reading II
  Any 300 level course
  Any 600 level course
  Related courses allowed by departmental permission

Senior Year Requirement: All majors must take one advanced course **[3 credits]** each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of RL 392 Naturalmente or equivalent.

Only one course **[3 credits]** may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for

one semester of study. If three or more courses **[9 credits]** for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses **[6 credits]** outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six 3-credit courses **[18 credits]** that must include RL 395 Contextos and at least two courses **[6 credits]** at the 600-level.

Note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition, and Reading II.

Senior Year Requirement: All minors must take one advanced course **[3 credits]** during a single semester of their senior year.

Major in Italian

Requirements: Ten 3-credit courses **[30 credits]**

- Six advanced courses **[18 credits]** in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Two electives **[6 credits]** to be chosen from 300, 500, or 800 level courses
- RL 213 and 214 Italian Conversation, Composition, and Reading I and II **[6 credits]** (or the equivalent).

Senior Year Requirement: All majors must take one advanced course **[3 credits]** each semester of their senior year.

Minor in Italian

Requirements: Six 3-credit courses **[18 credits]**

- Two foundation courses **[6 credits]**: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses **[6 credits]**: in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives **[6 credits]** to be chosen among the following: RL 300 (or above) courses in culture, or approved course taken abroad.

Senior Year Requirement: All minors must take one advanced course **[3 credits]** during a single semester of their senior year.

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures 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 International Study Center. Upon approval from the department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. Minors may earn credit for two courses in a single semester and three courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for 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.

Consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2010-2011 academic year.

Cultural Diversity Core

In addition to their focus on the languages, literatures and cultures of western Europe, the course offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South

and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

The Departmental Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. No more than nine credits must remain for completion of the major in their senior year. Candidates must also have exhibited the maturity and self-discipline that long-term independent work requires.

Faculty members will nominate students for the Honors Program in April of their junior year. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. The final decision about acceptance into the program will be made during the first week of registration.

For complete details, please read the RLL Honors Program Guidelines. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program.

Study Abroad Guidelines and Policies

Romance Languages and Literatures students should be aware that not all study-abroad programs available to Boston College students will have courses acceptable toward the major or minor. No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

Students are urged to gain approval for specific courses from the Department's study-abroad adviser before departing. Students who seek approval only after they return from abroad risk not getting Romance Languages and Literatures credit for study-abroad courses. Final approval of courses taken abroad requires the signature of the Department's study-abroad adviser on the Approval Forms available from the Office of International Programs in Hovey House.

To schedule appointments with the Director of Undergraduate Studies, contact the Departmental Administrator in Lyons 304B.

Transfer of Credit from Study Abroad

RLL majors may earn credit for up to three courses (nine credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program.

RLL minors may earn credit for up to two courses (six credits) toward their minor in a single semester of study abroad, and credit for up to three courses (nine credits) in a year-long program.

Applying for Study Abroad

To obtain information on programs, and to apply, please contact the Office of International Programs located at Hovey House, 617-552-3827.

Undergraduate Course Offerings

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

RL 003-004 Elementary Italian I and II (Fall/Spring: 3)
Conducted in Italian.

The purpose of these courses is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. The approach is communicative, and while memorization and mechanical practice is required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere. This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

Brian O'Connor
The Department

RL 009-010 Elementary French I and II (Fall/Spring: 3)
Prerequisite: Admitted by placement test
Conducted primarily in French.

These courses are designed for students with no prior French experience and those who have studied French before and have placed into this level. (True beginners should also sign up for RL 011, the Elementary French I Practicum.) Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France.

Andrea Javel
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. Only open to students concurrently enrolled in RL 009.

These intensive one-hour supplementary courses give- "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.

Andrea Javel
The Department

RL 015 Elementary Spanish I (Fall: 3)
Prerequisite: This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.
Conducted in Spanish.
May be taken concurrently with RL 017.

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, CD-ROM and web activities.

Debbie Rusch
The Department

RL 016 Elementary Spanish II (Spring: 3)
Prerequisite: Admitted by placement test.
Conducted primarily in Spanish.

This course is a continuation of RL 015. Course goals include readying students for Intermediate Spanish, expanding vocabulary, and

building oral proficiency. Students will deepen their understanding of Hispanic culture through short literary and cultural readings, videos, and films.
Debbie Rusch
The Department

RL 017 Elementary Spanish Practicum I (Fall: 1)
Required of students enrolled in RL 015 with no prior experience in Spanish. Open to other students of RL 015 only by permission of the coordinator. Only open to students concurrently enrolled in RL 015.

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.
Debbie Rusch
The Department

RL 018 Elementary Spanish Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 016 through review and recycling of material. It is open to all students concurrently enrolled in RL 016 that feel they need more "time on task" to help them get a solid grasp of the basics in Spanish.
Debbie Rusch
The Department

RL 023 Elementary Portuguese I (Fall: 3)
Offered Periodically

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 024 Elementary Portuguese II (Spring: 3)
Offered Periodically

This course is a continuation of RL 023. Students will continue to expand their vocabulary and develop their fluency in Portuguese, both written and oral.
The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)
Conducted in Spanish.
Open to students with no prior experience in Spanish.
The course meets five days per week.

The aim of this 6-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)
Conducted in French.
Open to students with no prior experience in French.

The aim of this 6-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.
Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)
Prerequisite: Admitted by placement test
Conducted in Italian.
This course is for beginners. Meets five times per week.

The aim of this total immersion, 6-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.
Brian O'Connor
The Department

RL 109 Intermediate French I (Fall: 3)
Prerequisite: RL 010, RL 042, or admission by placement test
Conducted in French.

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight.
Andrea Javel
The Department

RL 110 Intermediate French II (Spring: 3)
Prerequisite: RL 109 or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.

This course is a continuation of RL 109 (Intermediate French I) and is also open to students who have placed into this course. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture will be explored through literary excerpts by authors from France, Africa, and the Caribbean.
Andrea Javel
The Department

RL 113 Intermediate Italian I (Fall: 3)
Prerequisite: Admitted by placement test, consent of instructor, or completion of RL 004
Conducted in Italian.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.
Brian O'Connor
The Department

RL 114 Intermediate Italian II (Spring: 3)
Prerequisites: Admitted by placement test, consent of instructor, or completion of RL 113.
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for the Italian minor when taken as first course in language sequence.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.
Brian O'Connor
The Department

RL 115 Intermediate Spanish I (Fall: 3)
Prerequisite: RL 016, 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
The Department

RL 116 Intermediate Spanish II (Spring: 3)
Prerequisite: RL 115 or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

This course is a continuation of RL 115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world.
Catherine Wood Lange
The Department

RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)
Prerequisite: Admitted by placement test, consent of instructor, or completion of RL 113.
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for Italian minor when taken as first course in language sequence.

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma.
Brian O'Connor

RL 153 Adelante I (Fall: 3)
Prerequisite: RL 016, RL 041, or admission by placement test
Conducted in Spanish.

Adelante I can be taken in lieu of Intermediate Spanish I. It is especially targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use.
The Department

RL 154 Adelante II (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

Adelante II is a continuation of RL 153 and can be taken in lieu of Intermediate Spanish II to fulfill the language requirement. It is targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Students will expand their vocabulary and develop written and oral fluency. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia.
The Department

RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)
Prerequisite: RL 016, RL 041, or permission of instructor
Conducted in Spanish.
The course meets five days per week.

The aim of this 6-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, RL 042, or permission of the instructor
Conducted in French.

The aim of this 6-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.
Margaret Flagg

RL 209-210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)
Prerequisites: RL 110, RL 182, or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French. An elective towards the French minor when taken as first course in sequence.

These courses will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. 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
The Department

RL 213 Italian Conversation, Composition, and Reading I (Fall: 3)
Prerequisites: Admitted by placement exam, consent of instructor, or completion of RL 114 or RL 151
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for major and minor in Italian.

The course topic, "Italian through Fiction and Films," allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs and the Internet) will provide additional avenues of interpretation.
Cecilia Mattii

RL 214 Italian Conversation, Composition, and Reading II (Spring: 3)
Prerequisites: Consent of instructor or completion of RL 213
Satisfies Foreign Language Proficiency Core Requirement
Conducted In Italian. Elective for Italian major or minor.

In this course students will continue to strengthen and expand their language skills through oral and written practice. Both RL 213 and 214 are strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.
Cecilia Mattii

RL 215 Spanish Conversation, Composition, and Reading I (Fall/Spring: 3)
Prerequisites: RL 116, admission by placement test, or appropriate score on SAT II or AP Exam
Satisfies Foreign Language Proficiency Core Requirement
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.
Kathy Lee
Christopher Wood
The Department

RL 216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)
Prerequisites: RL 215, admission by placement test, or appropriate score on SAT II or AP Exam
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.
Hispanic Studies major or minor elective.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Mexico.
Kathy Lee
Christopher Wood
The Department

RL 217-218 French CCR Practicum I and II (Fall/Spring: 1)

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice.
The Department

RL 300 The French and the Peoples of America (Fall: 3)
Prerequisites: Four years of high school French or RL 210
Satisfies Literature Core Requirement
Satisfies Cultural Diversity Core Requirement
Conducted in French. Elective for French major or minor.

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers.
Jeff Flagg

RL 304 Boston et Ses Rencontres Françaises (Spring: 3)
Prerequisites: Four years of high school French or RL 209
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in French.
Counts as an elective for the French major.

In this course, we will examine French documents bearing witness to encounters between Bostonians and peoples from France and the Francophone world from the colonial period to the present.
Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)
Prerequisites: Four years of high school French, RL 209, or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300 level requirements for the French major.

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. This course will prepare students for 400-level courses in literature and culture.
Norman Araujo (Fall)
Matilda Bruckner (Spring)

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300-level requirements for the French major.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to 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.
Joseph Breines (Fall)
Norman Araujo (Spring)

RL 308 Advanced Language Studies (Fall/Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
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.
Ourida Mostefai (Fall: Translation)
Stephen Bold (Spring: Phonetics)

RL 309 Topics in French Culture and Civilization (Fall/Spring: 3)
Prerequisites: Four years of high school French, RL 209, or RL 210
Satisfies Foreign Language Proficiency Core Requirement
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, monuments and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in culture and civilization.
Anne Bernard Kearney (Fall)
Joseph Breines (Spring)

RL 320 Le Francaise des Affaires (Spring: 3)
Prerequisites: Four years of high school French, RL 209, or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French. Elective for French major or minor.

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, 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 324 Surrealism (Spring: 3)
Cross Listed with FA 458
Offered Periodically

This course will explore twentieth-century crosscurrents in literature and art by examining the artistic works and the literary influences of the Surrealist movement. This movement was expressed in a revolution of forms and ideas drawing from psychology, African cultures and indigenous American cultures. In the process, as Jean-Paul Satre noted, the dominant European colonial tradition was "colonized in reverse."
Claude Cernuschi
Elizabeth T. Goizueta

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 357 Memory and Literature (Fall: 3)
Cross Listed with EN 084.04
Offered Periodically
Conducted in English.
Fulfills one of the 300-level requirements for the French major or minor. Fulfills A&S Literature Core requirement.

This course explores the dynamic interaction between literature and memory across time and genre. Readings include extracts from Genesis (Joseph's story), Augustine's *Confessions* (Book 10), essays by Montaigne (eg,, I, 9 on liars; II, 6 on practicing to die), the opening movement of Proust's great novel *In Remembrance of Time Past*, Sebald's *Austerlitz*, and Manea's *The Hooligan's Return, a Memoir*. Secondary readings from Freud and recent scientific research on memory and the brain, as well as the film *Memento*, will support our literary excursions.
Matilda Bruckner

RL 360 Literature et Culture Francophones (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in French. Elective for French major or minor.

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups, and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France.
Nelly Rosenberg

RL 370 History, Literature, and Art of Early Modern Rome (Spring: 3)
Cross Listed FA 480
Stephanie Leone
Franco Mormando

RL 373 Love, Sexuality, and Gender in the European Literary Tradition (Fall: 3)
Cross Listed with EN 084.08
Satisfies Literature Core Requirement
Offered Periodically
Conducted entirely in English.
Elective for Italian major and minor.

This course explores the modern conception of "romantic love" by examining its birth and development in prominent literary works (by men and women) of the Middle Ages and Renaissance. We will also investigate allied notions of sexuality, gender, and marriage, in both a heterosexual and same-sex ("homosexual") context. For contrast and comparison, the course begins with a study of the Bible and ancient Greek and Roman texts and ends with a look at the depiction of our themes in contemporary cinema as well as a discussion of the current debate in American society over the nature and purpose of marriage.
Franco Mormando

RL 375 History of Italian Cinema (Spring: 3)
Prerequisite: Admitted by placement test, consent of instructor, or completion of RL 114.
Offered Periodically
Conducted in Italian.

This course offers an introduction to Italian cinema starting from the post-war years till the late 70s. By analyzing and discussing works by film directors such as Rossellini, Visconti, Fellini and Pasolini, students will get to know some of the landmarks of Italian cinema and will develop a deeper understanding of recent Italian history and society today.
Rita Filanti

RL 376 Conversational Approach to Contemporary France (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Counts as an elective towards the French major or minor.

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, 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 390 From Reader to Author (Fall: 3)
Prerequisite: RL 213 and RL 214 or by permission of the instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian.
Strongly recommended for Italian majors and minors.
May be taken concurrently with 500-level courses.

In this course, designed as a bridge between RL 213, RL 214 and the 500-level courses, we will read a small number of stories by Italian contemporary authors.
Cecilia Mattii

RL 392 Naturalmente: Advanced Spanish for Communication (Fall/Spring: 3)
Prerequisite: RL 216 Spanish CCR II, or a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing RL 216, to be determined by the Department.
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.
Elective for the Hispanic Studies Major and Minor

In this one semester intensive course, the students will assimilate, at an advanced proficiency level, the communicative functions of narration and description in past, present, and future time frames, as well as of hypothesis, analysis, and the defense of opinions on topics relevant to contemporary Spanish speaking cultures. Students will participate in intensive and structured practice, including reading, writing, listening comprehension and speaking in formal and informal situations. The goal is to make the accurate use of the past tenses and the subjunctive mood part of the student's spontaneous use of spoken Spanish.
Kathy Lee
Chris Wood
The Department

RL 393 Literatures of the World: Life Stories (Spring: 3)
Cross Listed with EN 084.01
Satisfies Literature Core Requirement
Offered Periodically
Conducted in English.
Elective for the French major.

This course will concentrate on texts following the path of a person on his/her journey from alienation, loss, hardship, through a *turning point*. We will read stories of people who were caught in a major life crisis but who managed to keep a deep connection with themselves and the world.
Anne Bernard Kearney

RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)
Satisfies Literature Core Requirement
Conducted in Spanish.
Required for Hispanic Studies majors and minors and priority for enrollment is given to them.

Contextos is an introduction to critical reading and writing. The course includes a range of authors who represent different periods and genres, and introduces students to basic research skills.
Kathy Lee
Christopher Wood
The Department

RL 399 Readings and Research (Fall/Spring: 3)
By arrangement
The Department

RL 507 Impossible Love in Italian Literature (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian.
Required for Major

Through the analysis of "impossible love" in selected works by Foscolo, Leopardi, Verga, D'Annunzio, Tozzi e Gozzano, 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 better their originality and the literary trends within which they worked. The shifting dynamic of adverse forces in love relationships as presented in the texts analyzed in class, will also be discussed in comparison with selected video-stories situated in diverse cultural periods.
Rena A. Lamparska

RL 570 Immigrant Voices in Contemporary Italy (Fall: 3)
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian.
Elective for the Italian major or minor.

The class will examine the new reality of Italy as a nation with a significant population of immigrants. Focusing on the evolving meaning cultural identity in Italy today. The class is also designed to improve the oral and written linguistic competency of all students.
Laurie Shepard

RL 611 Medieval Spain-Crossroads of the World (Fall: 3)
Prerequisite: Contextos or permission of instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Spanish.
Fulfills Peninsular pre-1800 major requirement.

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.*
Dwayne E. Carpenter

RL 614 The Colonial Imagination: History and Identity in Spanish America (Fall: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Conducted in Spanish
Fulfills Latin American pre-1800 major requirement

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as on geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged.
Sarah H. Beckjord

RL 615 Latin American Writers of the Twentieth Century (Fall: 3)
Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor
Satisfies Cultural Diversity Core Requirement
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Spanish.
Fulfills Latin American post-1800 major requirement

Selected texts from various genres (short story, theater, novel, poetry, and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.
Harry L. Rosser

RL 636 Borderlines: Films of Immigration and Exile (Spring: 3)
Prerequisite: Contextos, RL 671 or permission of instructor
Offered Periodically
Conducted in Spanish.
Satisfies the Hispanic Studies post-1800 Peninsular requirement

This is an advanced undergraduate seminar in film analysis, using recent works of cinema that represent the drama of immigration into first-world countries (Spain, the United States). Students will explore the historical, economic, and cultural motivations and consequences of the immigration of people and drugs, and the ways in which directors marshal specific cinematographic techniques to achieve their political and artistic objectives in each film. Emphasis will be on the Mexico/U.S. border and the Straight of Gibraltar, the deadliest point of immigration in the world. We will begin with George Nava's *El norte* (1983) and finish with Moisés Salama's *Melillenses* (2004).
Elizabeth Rhodes

RL 637 Spanish-American Short Story (Spring: 3)
Prerequisite: Contextos, or permission of instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Spanish.
Fulfills post-1800 requirement in Latin American literature for Hispanic Studies Majors

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, among them Darío, Quiroga, Bombal, Borges, Cortázar, Rulfo, Donoso, García Márquez, Allende, and Ferré.
Harry L. Rosser

RL 638 Building the Modern Latin American Metropolis (Fall: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Conducted in Spanish.
Fulfills Latin American post-1800 major requirement

This course will explore, through poetry, fiction and film the development of the modern Latin American city. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis looking closely at social issues and their representations.
Ernesto Livon-Grosman

RL 660 Literature of the Hispanic Caribbean (Spring: 3)
Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor.
Cross Listed with BK 660
Offered Periodically
Conducted in Spanish.
Fulfills the pre-1800 requirement for Hispanic Studies Majors
Elective for Latin American Studies Minors

This course will examine the literature of the Spanish-speaking Caribbean, from the colonial period to the twentieth-century. Particular attention will be given to the ways in which writers seek to represent social concerns related to issues of race, gender, criollo culture, and emerging nationalism in the context of aesthetic and political debates. Course materials will explore the phenomenon of transculturation in literature (essay, short story, autobiography, novel, poetry), as well as in film, music, and the visual arts.
Sarah Beckjord

RL 662 Violence in Hispanic Culture (Fall: 3)
Prerequisite: Contextos
Offered Periodically
Conducted in Spanish.
Fulfills Peninsular pre-1800 major requirement

In this writing-intensive course, students will interrogate the nature and representation of violence in specific Peninsular and Latin American texts, from the pre-Columbian to the contemporary periods. Painting, plastic arts, cinema and literature are considered.
Elizabeth Rhodes

RL 663 Postwar Spanish Novel (Spring: 3)
Prerequisites: Contextos, concurrent enrolment in Contextos, or permission of instructor
Offered Periodically
Conducted in Spanish.
Required for Hispanic Studies major or minor, priority for enrollment is given to them
Elective for Hispanic Studies major or minor
Fulfills post-1800 Peninsular requirement for major

Postwar Spanish Novel reflects the diversity of modern Spanish literature and the struggle to understand and translate history into art. We will study a representative selection of Spanish novels taking into consideration historical and cultural circumstances (dictatorship and transition to democracy), as well as critical/theoretical materials relevant to the topic such as narrativity, point of view, and spatial and temporal dimensions.
Irene Mizrahi

RL 667 Poetry, Generation of 27 (Spring: 3)
Offered Periodically
Estudio avanzado for Hispanic Studies majors
Conducted in Spanish.

Detailed study of the essays, novels, poetry and theater of major turn-of-the-century writers: Unamuno, Baroja, A. Machado, "Azor'n," and others.
Irene Mizrahi

RL 668 The Experimental Tradition (Spring: 3)
Offered Periodically
Fulfills post-1800 Latin American requirement for major

Through a combination of poetry, theory and visual art this course will follow the impact of the historical avant-garde in twentieth century Latin America. Attention will be paid to the dialogue between different experimental and critical texts by a variety of poets and critics, in particular to the idea of poetry as the praxis of theory.
Ernesto Livon-Grosman

RL 672 Spanish Romanticism (Fall: 3)
Offered Periodically
Conducted in Spanish.

This course provides detailed analyses of major works (prose, poetry and theater) of nineteenth-century Spanish Romanticism. The first part is dedicated to the historical romantic drama of Martínez de la Rosa, Duque de Rivas, García Gutiérrez, Harzenbuch, and Zorilla. The second part concentrates on Larra's Artículos literarios y de costumbres, and the third focuses on the lyric poetry of Espronceda, Bécquer, Campoamor, and Rosalía de Castro.
Irene Mizrahi

RL 696 Mystery Films of Latin America (Fall: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Ernesto Livon-Grosman

RL 698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.
The Department

RL 699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director, and to meet as a group with the program coordinator. .
The Department

Undergraduate and Graduate Course Offerings

RL 425 Animals in Medieval Literature (Spring: 3)
Prerequisites: Two courses from the following RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.

Foxes and lions, dragons and werewolves exercise their fascination over the medieval imagination. Animals, whether domestic or wild, real or imaginary, speak to our human need to explore ourselves and our world, the overlapping boundaries between the natural and the unnatural, the human and the nonhuman, as we try to define ourselves and fix our identity. The medieval French texts chosen from the twelfth to the fourteenth century suggest that such a project was as complex and ever shifting in the Middle Ages as it remains in the modern world.
Matilda Bruckner

RL 430 French Poetry of the Renaissance (Fall: 3)
Prerequisites: Two courses from the following RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.
Fulfills one of the 400-level requirements for the French major or minor

This course will focus on the poetic revolution undertaken by Joachim du Bellay and Pierre Ronsard, leaders of the group known as the Pléiade. Their return to classic Greek and Roman sources paradoxically established the standards for modern French poetry through to the twentieth century. Most importantly, we will read some of the most beautiful and most intriguing poems ever written in French.
Stephen Bold

RL 432 Faith and Reason (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.
Fulfills one of the 300-level requirements for the French major or minor

The French seventeenth century, commonly referred to as France's "grand siecle," is also known as both the century of saints and the beginning of the age of reason. The double impetus of faith and reason brought about enormous creativity and, at times, considerable conflict. In this course we will explore these fundamental poles of French classical literature in thought through the study of major

authors including Saint Francois de Sales, Descartes, Pascal, and Cyrano de Bergerac, as well as selections from Bossuet, Malebranche, Bayle, and Leibniz.
Stephen Bold

RL 443 Eighteenth-Century French Theater: Staging Philosophy (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.

This course examines the controversy surrounding the question of the theater in eighteenth century France. We will focus on the role of the stage in the eighteenth century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic theories of Diderot and Beaumarchais as well as Rousseau's critique of dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine, and Beaumarchais will be read.
Ourida Mostefai

RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
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 *Cyrano de Bergerac.*
Norman Araujo

RL 460 Poetry in Prose (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
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.
Kevin Newmark

RL 461 From Olympus with Love: Hugo's Literary Revolution (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically

The impact of Hugo's personality and creative genius on the development of French poetry and prose in the nineteenth century. The course will indicate how and why this titanic man of letters, who managed to surpass in prestige and influence his early literary model Chateaubriand, became the most dominant literary figure in France in the first half of the nineteenth century and the conscience of the nation during his period of exile in the second half. The exploration of his work in different literary genres will focus on that work's revolutionary originality, its remarkable realization of the fecund potential of Romanticism.
Norman Araujo

RL 464 Existentialism from A to Z (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
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, and Blanchot.
Kevin Newmark

RL 473 Haiti Chérie: Haitian Literature and Culture (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Cross Listed with BK 322
Offered Periodically
Conducted in French.

See course description in the African and African Diaspora Studies Department.
Régine Jean-Charles

RL 511 Manzoni's *I Promessi Sposi* (Spring: 3)
Prerequisites: Admitted by placement test, consent of instructor, or completion of RL 214 (CCR II)
Offered Periodically
Conducted in Italian.
Elective for Italian major or minor.

A critical reading of Alessandro Manzoni's nineteenth-century novel, *I Promessi Sposi*, the fascinating story of simple but star-crossed peasant lovers, seen against the turbulent historical backdrop of the Spanish domination of seventeenth-century Lombardy. Universally acclaimed as the greatest and most important novel of Italian literature as well as one of the foundational texts of post-unification Italian national identity, the novel will be analyzed from a multiplicity of

interdisciplinary perspectives (literary, political, theological, psychological, etc.). Accompanying our reading of the text will be a study of the two film versions of the novel produced in the 1940s and 1960s.
Franco Mormando

RL 572 The Comparative Development of the Romance Languages (Fall: 3)
Prerequisite: Knowledge of one Romance language or Latin
Offered Periodically
Conducted in English.
Fulfills a requirement for Ph.D. in French when RL 705 is not offered.

Why do the French say "pied," the Italians "piede," and the Spanish "pie?" The class, an introduction to Romance Philology, explores the common and distinctive linguistic features of Spanish, French and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.
Dwayne E. Carpenter

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shrayer, *Professor;* B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
Cynthia Simmons, *Professor;* A.B., Indiana University; A.M., Ph.D., Brown University
Margaret Thomas, *Professor;* B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University
Sing-chen Lydia Chiang, *Associate Professor; Coordinator, East Asian Languages;* B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University
Michael J. Connolly, *Associate Professor;* Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University
Franck Salameh, *Assistant Professor; Coordinator, Arabic and Hebrew;* B.A., University of Central Florida; MA, Boston University; Ph.D., Brandeis University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- fmwww.bc.edu/SL/SL.html

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic (departmental), Chinese (departmental), Linguistics (departmental), Russian (departmental), and East European Studies (interdisciplinary). Students also participate in the Minor in Asian Studies (interdisciplinary). Departmental honors require successful completion of honors requirements. For information, contact the department at 617-552-3910.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairman or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

References to the number of credits required pertain to students enrolled in the class of 2014 and beyond, but also correlate with the number of full 1-semester courses required.

Major in Linguistics (ten 1-semester courses, 30 credits)

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- SL 311 General Linguistics (3 credits)
- SL 344 Syntax and Semantics (3 credits)
- SL 367 Language and Language Types (3 credits)
- Two courses (6 credits) of a philological nature on the detailed structure of a language
- Five additional courses (15 credits) drawn from departmental offerings, supplemented by approved language-related courses in other departments.

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages and Literatures Department).

Minor in Linguistics (departmental)

This departmental minor requires a minimum of six approved 1-semester courses (18 credits):

- One course SL 311 General Linguistics (3 credits)
- One course SL 344 Syntax and Semantics (3 credits)
- Two courses on philological topics (6 credits)
- Two courses on general linguistic topics (6 credits)

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

Track 1: Russian Language and Literature (ten 1-semester courses, 30 credits)

- three courses (9 credits) in Russian grammar, composition, and stylistics beyond the intermediate level
- three courses (9 credits) in Russian literature, including two survey courses for classical and modern Russian literature (SL 222 and SL 223)
- one course (3 credits) in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- three electives (9 credits) in Russian literature or advanced Russian linguistics (list of approved courses available)

Track 2: Russian Culture and Civilization (ten 1-semester courses, 30 credits)

- one course (3 credits) in Russian Civilization (usually SL 285 Russian Civilization and Culture)
- two courses (6 credits) in Russian language beyond the intermediate level
- two survey courses (6 credits) for classical and modern Russian literature (normally SL 222 and SL 223)
- five electives (15 credits) from Russian and Slavic offerings, of which at least three (9 credits) must be in Russian literature or culture

Minor in Russian (departmental)

The departmental minor in Russian requires a minimum of six approved courses (18 credits):

- Two courses (6 credits) in Russian at or above the intermediate level
- Two courses (6 credits) in Russian literature: one pre-twentieth century and one post-nineteenth century.
- Two courses (6 credits) in Russian literature, culture, or linguistics.

Major in Slavic Studies (ten courses)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

- Two courses (6 credits) in a Slavic language at or above the intermediate level
- One course (3 credits) in Slavic civilizations (usually SL 231 Slavic Civilizations)
- Two courses (6 credits) in a Slavic literature
- Two courses (6 credits) in Slavic history or social sciences
- Three electives (9 credits) in general Slavic studies (list of approved courses available).

Minor in Arabic Studies (departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of six approved 1-semester courses (18 credits):

- Two courses (6 credits) in Modern Standard Arabic above the intermediate level;
- Four courses (12 credits) in Middle Eastern languages, cultures, literatures and civilizations, which may include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations.

Minor in Chinese (departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of six approved 1-semester courses (18 credits):

- Two courses (6 credits) in modern Mandarin Chinese above the intermediate level;
- Four courses (12 credits) in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and Introduction to Far Eastern Civilizations.

Minor in Asian Studies (interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Rebecca Nedostup, nedostup@bc.edu, 617-552-3017.

Minor in East European Studies (interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of six approved 1-semester courses (18 credits), distributed as follows:

- One introductory course (3 credits) either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One additional course (3 credits) in Russian or East European history or politics
- Two courses (six credits) in Russian or another East European language at or above the intermediate level
- Two approved elective courses (six credits) from related areas such as: art history, economics, film studies, literature, linguistics or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, simmonsc@bc.edu

Minor in Jewish Studies (interdisciplinary)

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of six 3-credit courses (18 credits), including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit www.bc.edu/schools/cas/jewish.

Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

Office of International Programs

Students taking classes in the Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit www.bc.edu/offices/international.

Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

Undergraduate Course Offerings

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

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

These courses are for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition.

Elena Lapitsky

SL 009-110 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills.

Fang Lu

SL 015 Elementary Chinese Practicum (Fall/Spring: 3)

The Department

SL 017-018 Elementary Arabic I and II (Fall/Spring: 4)

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading.

Atef Ghobrial

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 the fundamental skills of reading ability, aural comprehension, oral and written self-expression.

The Department

SL 025 Elementary Arabic Practicum (Fall/Spring: 3)

The Department

SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)

Prerequisite: SL 036 or equivalent

Satisfies Foreign Language Proficiency Core Requirement

Offered Biennially

These courses are designed to develop active language skills through intensive communication exercises and translation. They provide a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.

Mariela Dakova

SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)

Prerequisite: SL 004 or equivalent

Corequisites: SL 055 and SL 056

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts.

Elena Lapitsky

SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)

Prerequisite: SL 010 or equivalent

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Xu Guo Chan

Ying Wang

SL 063-063 Intermediate Japanese I and II (Fall/Spring: 4)

Prerequisite: SL 024 or equivalent

Satisfies Foreign Language Proficiency Core Requirement

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in second semester as SL 064.

Kazuko Oliver

SL 069 Intermediate Chinese Practicum (Fall/Spring: 1)

The Department

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)

Prerequisite: SL 032 or equivalent

Offered Biennially

Conducted mostly in Korean.

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

Hyang-sook Yoon

SL 081-082 Continuing Modern Hebrew I and II (Fall/Spring: 3)

Prerequisites: SL 037/TH 037, SL 081/TH 081, or equivalent

Cross Listed with TH 081, TH 082

Offered Biennially

Satisfies Foreign Language Proficiency Core Requirement

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.

Gil Chalamish

SL 089-090 Intermediate Arabic I and II (Fall/Spring: 4)

Prerequisite: SL 018 or equivalent

Conducted mostly in Arabic.

Continuation of course work in reading and writing literary Arabic with coextensive conversation practice.

Atef Ghobrial

Wallada Sarraf

SL 091-092 Biblical Hebrew I and II (Fall/Spring: 3)

Cross Listed with TH 582, TH 583

See course description in the Theology Department.

Jeffrey I. Cooley

SL 148 Modern Middle Eastern and Arabic Literature (in translation) (Spring: 3)

Cross Listed with EN 348

Satisfies Cultural Diversity Core Requirement

All works are read in English translation

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion,

nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik.
The Department

SL 150 States and Minorities in the Middle East (Fall: 3)
Cross Listed with SC 150
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.
Franck Salameh

SL 157-158 Third-Year Russian I and II (Fall/Spring: 3)
Prerequisite: SL 052 or equivalent
Conducted in Russian.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.
Thomas Epstein
Cynthia Simmons

SL 165-166 Third-Year Chinese I and II (Fall/Spring: 3)
Prerequisite: SL 062 or equivalent
Conducted in Chinese.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

The development of active skills in modern Mandarin to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases and sentence patterns.
Xu Guo Chan

SL 167-168 Third-Year Japanese I and II (Fall/Spring: 3)
Prerequisite: SL 064 or equivalent
Conducted in Japanese.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases, and sentence patterns.
Kazuko Oliver

SL 171-172 Third-Year Arabic I and II (Fall/Spring: 3)
Prerequisite: SL 090 or equivalent
Corequisite: SL 110 Spoken Arabic Language Workshop
Conducted in Arabic.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

The development of active skills in modern standard Arabic to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on broadcast and print materials.
Wallada Sarraf

SL 181-182 Persian for Scholars I and II (Fall/Spring: 3)
Offered Periodically

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi), followed by the reading of literary and expository texts. Recommended: Familiarity with Arabic script.
Sassan Tabatabai

SL 208-209 Advanced Russian I and II (Fall/Spring: 3)
Prerequisite: SL 158 or equivalent
Conducted in Russian.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement
Undergraduate Major Elective

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on composition, syntax and style, and through careful translation of advanced texts.
Elena Lapitsky

SL 221 The Language of Liturgy (Spring: 3)
Cross Listed with TH 198
Offered Periodically

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments, and appointments). Principal focus on Roman, Anglican, and Eastern Orthodox liturgies.
M.J. Connolly

SL 222 Classics of Russian Literature (in translation) (Fall: 3)
Cross Listed with EN 227
Offered Periodically
All readings and discussions are in English
Undergraduate Major Elective

A survey of selected major works, authors, genres and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Maxim D. Shrayer
Cynthia Simmons

SL 231 Slavic Civilizations (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Undergraduate Major Elective

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts), from the time of the Slavic early-shared history to the diaspora of the Slavs of Central, Eastern, and Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history.
Mariela Dakova

SL 232 Literature of the Other Europe (in translation) (Fall: 3)
Cross Listed with EN 229
Offered Periodically
All readings in English translation

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and South Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland),

Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia) and Emilian Stanev (Bulgaria).
Cynthia Simmons

SL 245-246 Advanced Chinese I and II (Fall/Spring: 3)
Prerequisite: SL 166 or equivalent
Conducted in Chinese.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.
Fang Lu

SL 249 Gender and War in Eastern Europe (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Undergraduate Major Elective

A study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I, women confronted their duties to the nation against the backdrop of an on-going struggle for equality. In World War II, women in communist Eastern Europe were liberated by their nations' ideology to fight, on all fronts, against tradition. More recently in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.
Cynthia Simmons

SL 250 Conversion, Islam and Politics in the Balkans (Spring: 3)
Cross Listed with IC 250
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Through a study of fiction, works of scholarship, folklore, and movies the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with a goal to identify the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.
Mariela Dakova

SL 251-252 Advanced Arabic I and II (Fall/Spring: 3)
Prerequisite: SL 172 or equivalent
Conducted in Arabic.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax and style, and careful translation of advanced texts.
Franck Salameh
The Department

SL 257-258 Advanced Japanese I and II (Fall/Spring: 3)
Prerequisite: SL 168 or equivalent
Conducted in Japanese.
Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.
The Department

SL 263 Far Eastern Literary Masterpieces (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Required for Asian Studies minors
All readings in English translation

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from language and literature, history and politics, social structures and economy, philosophy and religion, and to some extent, art, and archaeology.
Fang Lu

SL 264 Wisdom and Philosophy of the Far East (Spring: 3)
Offered Periodically
Sing-chen Lydia Chiang

SL 279 Language and Ethnicity (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy; and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.
Margaret Thomas

SL 294 Advanced Readings in Persian Texts (Spring: 2)
Dr. Hassan Tabatabai

SL 344 Syntax and Semantics (Fall: 3)
Cross Listed with EN 392
Offered Biennially
Undergraduate Major Elective - Linguistics

See course description in the English Department.
Claire A. Foley

SL 382 Business Arabic (Spring: 3)
Offered Periodically
Atef Ghobrial

SL 385 Contemporary Chinese Literature (Spring: 3)
Prerequisite: SL 245 or equivalent
Offered Periodically
Conducted in Chinese.

This course introduces students to contemporary Chinese short fiction and its cultural context. Emphasis will be placed on the acquisition of advanced reading proficiency in literary texts.
Sing-chen Lydia Chiang

SL 388 Senior Honors Project (Fall/Spring: 3)
May be repeated for credit

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.
The Department

SL 396 Advanced Tutorial: Polish (Fall: 3)
Prerequisite: Familiarity with Polish grammar and vocabulary.
May be repeated for credit

A course of directed study in the reading and analysis of Polish texts, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.
Rena Lamparska

Undergraduate and Graduate Course Offerings

SL 097 Independent Language Study: Turkish (Fall/Spring: 1)
Prerequisite: This course has no prerequisites.
Offered Periodically
May be repeated for credit
This course meets one hour per week, with an expected outside commitment on the part of the student of at least three to four hours.

Independent study of modern Turkish, supervised and assessed by a native speaker.
Güliz Turgut

SL 110 Spoken Arabic Language Workshop (Fall/Spring: 1)
Offered Periodically
May be repeated for credit
Wallada Sarraf

SL 280 Society and National Identity in the Balkans (Fall: 3)
Cross Listed with SC 280
Satisfies Cultural Diversity Core Requirement
Offered Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.
Mariela Dakova

SL 311 General Linguistics (Fall: 3)
Cross Listed with EN 527
Undergraduate Major Elective: Linguistics

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.
M.J. Connolly

SL 323 The Linguistic Structure of English (Fall: 3)
Cross Listed with EN 121, ED 589
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, and properties of discourse.
M.J. Connolly

SL 328 Classical Armenian (Spring: 3)
Prerequisite: Familiarity with an inflected language highly recommended

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 329 Early Slavic Linguistics and Texts (Fall: 3)
Prerequisite: Prior study of a Slavic language or of a classical language
Offered Periodically

The phonological and grammatical properties of Early Slavic exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.
M.J. Connolly

SL 358 The Linguistic Structure of Japanese (Spring: 3)
Prerequisite: Exposure to Linguistics or to Japanese (but not necessarily to both)

A linguistic outline of the Japanese language. The phonological and writing systems of Japanese and their origins, Japanese morphology, fundamentals of Japanese syntax, and characteristics of Japanese vocabulary.
Margaret Thomas

SL 361 Psycholinguistics (Fall: 3)
Prerequisite: Some background in Linguistics or Psychology recommended
Cross Listed with PS 377
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 375 Jewish Writers in Russia and America (in translation) (Fall: 3)
Cross Listed with EN 175
Satisfies Cultural Diversity Core Requirement
All readings and classes conducted in English.

See course description in the English Department.
Maxim D. Shrayer

SL 376 Studies in Words (Spring: 3)
Cross Listed with CL 386, EN 476
Offered Periodically

The ways of words in the life of language as seen through the linguistic techniques of morphology, lexicography, semantics, pragmatics and etymology. Aspects examined include: word formation, word origins, nests of words, winged words, words at play, words and material culture, writing systems, the semantic representations of words, bytes and words, the creative word, the Word made flesh, awkward words, dirty words, dialect vocabulary, salty words, fighting words, words at prayer, new words, and the Great Eskimo vocabulary hoax.
M.J. Connolly

SL 472 Comparative Development of the Romance Languages (Fall: 3)
Cross Listed with RL 572

Dwayne Carpenter

SL 575 Seminar: Nabokov (Fall: 3)
Cross Listed with EN 775
All readings are in English

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic and discursive works.

Maxim D. Shrayer

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus;* A.B., A.M., Ph.D., University of Illinois
John D. Donovan, *Professor Emeritus;* Ph.D., Harvard University
Charles Derber, *Professor;* A.B., Yale University; Ph.D., University of Chicago
Lisa Dodson, *Research Professor;* B.A., M.A., Boston University; Ph.D., Brandeis University
William A. Gamson, *Professor;* A.B., Antioch College; A.M., Ph.D., University of Michigan
Jeanne Guillemin, *Research Professor,* A.B., Harvard University; Ph.D., Brandeis University
Sharlene 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 Lowry, *Professor;* A.B., A.M., Ph.D., University of California at Berkeley
Stephen J. Pfohl, *Professor;* B.A., The Catholic University of America; M.A., Ph.D., The 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 Schor, *Professor;* B.A., Wesleyan University; Ph.D., University of Massachusetts
John B. Williamson, *Professor;* B.S., Massachusetts Institute of Technology; Ph.D., Harvard University
Sarah Babb, *Associate Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
Eva Marie Garroutte, *Associate Professor;* B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University
Paul S. Gray, *Associate Professor;* A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University
Zine Magubane, *Associate Professor;*Chairperson of the Department; B.A., Princeton University, M.A., Ph.D., Harvard University
Michael A. Malec, *Associate Professor;* B.S., Loyola University; M.S., Ph.D., Purdue University
Charlotte Ryan, *Associate Research Professor;* B.A., Harvard University; Ph.D., Boston College
Leslie Salzinger, *Associate Professor;* B.A., Harvard University; Ph.D., University of California, Berkeley
Natasha Sarkisian, *Associate Professor;* B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst
Eve Spangler, *Associate Professor;* A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts
Shawn McGuffey, *Assistant Professor;* B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociolog@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual 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, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the 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.

All Sociology courses are 3 credits.

Information about Core Courses

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Any Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten Sociology courses for a total of 30 credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001).
- 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.
- 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 must be upper level courses (SC 299 or higher).

Minor Requirements

Sociology minors are required to take a minimum of six Sociology courses for a total of 18 credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001).

- 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.
- Any of the required courses above may be taken concurrently with one required elective numbered SC 299 or above and one additional elective at any level.

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.5 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 their faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, designing an original project, and, in the last semester of senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

Information for Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of 30 credits. SC 001 Introductory Sociology is required for majors (preferably SC 001).

For non-majors, courses from SC 001 through SC 099 provide Social Science Core credit. Not all Sociology Cultural Diversity courses satisfy the Social Science Core requirement.

Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, and Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the department recommends not more than three Sociology courses in any one semester or five Sociology courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

Internship

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Most take positions in government or non-profit organizations, but some get placements in various business settings. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is January 15. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at www.bc.edu/schools/gsas/admissions.html.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.5 with at least a 3.5 GPA in Sociology courses. For details, consult Professor David 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 Professor Paul Gray.

Undergraduate Course Offerings

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

SC 001 Introductory Sociology (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

David Karp
Ritchie Lowry
The Department

SC 003 Introductory Anthropology (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

This course introduces students to the main themes, methods and intellectual traditions of cultural anthropology. We will explore concepts of culture, human origins, food procurement, marriage and the family, gender, political organization, social stratification and globalization.

James Hamm
The Department

SC 005 Planet in Peril: Environmental Issues and Society (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

Sociology points us beyond scientific issues to the social roots of contemporary ecological problems, as well as to the justice questions this circumstance entails. This course provides the foundation for an informed, critical approach to contemporary environmental issues in society. We cover the distinctive dimensions of modern ecological challenges, the role of economic systems, the history of the U.S. environmental movement, environmental justice, the role of culture and religion in shaping a society's environmental ethic, environmental

issues abroad and in the global context, and the relationship between democracy and ecology. Throughout students learn a cross-section of sociological modes of analysis.
The Department

SC 019 The Roots of Racial Wealth Gap in Public Policy (Fall: 3)
Betsy Leondar Wright

SC 020 Poverty in America (Fall: 3)
Offered Periodically
Satisfies Social Science Core Requirement.

In this class we will identify and move beyond stereotypes about the poor to look at contemporary lives of those who live at, below, and slightly above the poverty line. We will build understanding of the complexities of low-income lives, the realities of living with minimal resources and the experience of families as they draw on governmental, non-profit and other social supports to supplement those of their needs that cannot be met through their own income. Throughout this class we will consider variations in experience as marked by race, ethnicity, gender, ability, parenting status, immigration, and language issues.
Autumn Green

SC 024 Gender and Society (Fall: 3)
Satisfies Social Sciences 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.
Abigail Brooks
The Department

SC 025 People and Nature: History and Future of Human Impacts/Planet (Fall: 3)
Corequisite: SC 029
Cross Listed with HS 121
Offered Periodically
Satisfies Social Sciences Core Requirement

The twenty-first century opened with combined crises of climate, bio-diversity, and eco-system collapse. While it is not often recognized, human disruption of eco-systems is an old story, and environmental historians have identified major human impacts over the last 500 years. This course combines contemporary analyses of how humans are altering the planet with the historical record, and explores both the familiar and the novel in the realm of ecological challenges. Topics include climate change, de-forestation, water shortages, the spread of disease, limits to growth, the global consumer culture, food systems, and culture and values.
Juliet Schor

SC 026 Consumer Society Discussion Group (Spring: 0)
Corequisite: SC 021
The Department

SC 028 Love, Intimacy, and Human Sexuality (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.
The Department

SC 030 Deviance and Social Control (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
Fulfills a requirement in the Women's Studies Program and the Pre-Law Program.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.
Jared Del Rosso
Stephen J. Pfohl

SC 037 Introduction to American Indian Societies (Fall: 3)
Offered Periodically
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement

This course examines social institutions in American Indian societies, such as the family, religion, and government. Focusing on southeastern peoples, especially the Cherokee, the course begins with the period of "first contact" and investigates the impacts of European cultures. It pays special attention to the development of the institution of African American slavery in American Indian societies, and the consequences for contemporary legal-political controversies among White, Black, and Native Americans.
Eva Garroutte

SC 038 Race, Class, and Gender (Fall: 3)
Cross Listed with BK 138
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.
Shawn McGuffey

SC 039 African World Perspectives (Fall: 3)
Cross Listed with BK 139
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units." Each unit deals with a major area of debate in the field of African studies.

Zine Magubane
The Department

SC 043 Introduction to African-American Society (Spring: 3)
Cross Listed with BK 155
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

In 1896, distinguished scholar W.E.B. DuBois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. This course will study those power dynamics. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience.

Shawn McGuffey

SC 046 Technology and Society (Fall/Spring: 3)
Cross Listed with CS 266, MI 266
Satisfies Social Sciences Core Requirement
Offered Periodically

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives.

Ted Gaiser
The Department

SC 058 Sociology of the Family (Spring: 3)
Offered Periodically

In recent years, U.S. public policy has focused on strengthening the nuclear family as a primary strategy for reducing poverty and improving the lives of America's youth. It is often assumed that this type of family is healthy, financially independent, heterosexual, violence-free, normative, and grounded in historical tradition. This course examines these assumptions sociologically while considering systemic variations in race/ethnicity, class, gender, ability, and sexual orientation within and among American families.

Amy Sousa
The Department

SC 072 Inequality in America (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

Eva Garroutte
Eve Spangler

SC 076 Sociology of Popular Culture (Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

This course is dedicated to investigating popular culture and its role in American society and abroad. We'll be looking at a variety of sociological perspectives to examine the role of media and popular culture in everyday life, with a particular emphasis on mass media, the relationship between cultural consumption and social status, and the social significance of leisure activities from sports to shopping. We will explore definitions of "popular culture," as well as those who create it and consume it. We'll look at gender, race and ethnicity as they are expressed in mainstream popular culture and subculture.

Johanna Pabst
The Department

SC 077 Sociology of HIV/AIDS: Global and U.S. Experiences of Epidemic (Spring: 3)
Offered Periodically
Satisfies Social Science Core Requirement
Satisfies Cultural Diversity Core Requirement

This course explores the social dimensions of global and U.S. experiences of HIV/AIDS. We examine the social forces that impact and determine the course and experience of the epidemic as we also explore the impact that the epidemic has had on communities and cultures worldwide. The course surveys (1) the history and epidemiology of the epidemic; (2) the social construction of the disease; (3) the impact upon and response from particularly affected communities and social groups; (4) social issues in testing, treatment and prevention; and (5) the politics of governmental, non-governmental and grassroots responses to the disease.

The Department

SC 078 Sociology of Health and Illness (Fall: 3)
Satisfies Social Sciences Core Requirement

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 087 Social Movements (Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

America has been shaped and is being remade by a politically diverse array of social movements: the civil rights movement, the

women's movement, the fundamentalist movement, and the environmentalist movement, to name just a few. This course examines the influence of social movements on government and culture. It provides both an introduction to the theoretical literature on social movements and to the specifics of a number of modern American social movements.
Matt Williams
The Department

SC 092 Peace or War (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, the Israeli-Palestinian conflict, the "war on terrorism" as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.
Charles Derber

SC 094 Social Conflict (Fall/Spring: 3)
Offered Periodically

The end of the Cold War has not put an end to either war or violent conflicts within society. Not only do problems of large scale, violent conflicts remain central in the modern world, but the probability of nuclear proliferation and the possible use of chemical weapons make such conflicts even scarier. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and on how they can be resolved nonviolently. A highlight around which much of the course is built will be "SIMSOC," a game simulation of a society.
Michelle Gawerc

SC 096 Aging and Society (Fall: 3)
Offered Periodically

"Age doesn't matter unless you're a cheese," quipped actress Billie Burke (the Good Witch in *The Wizard of Oz*). Nevertheless, age does matter within societies. This class will cover specific topics in four general areas of sociological study: roles and relationships (e.g., within the family), inequalities (e.g., ageism), institutions (e.g., health care), and social change (e.g., the aging of the population).
Sara Moorman

SC 099 Sociology of Migration (Fall: 3)
Adam Saltsman

SC 144 Legal and Illegal Violence Against Women (Fall: 3)
Cross listed with Women's Studies.
To get sociology credit for the major or minor, you must register for SC 144.

This course will analyze the use of violence and the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.
Lynda Lytle Holmstrom

SC 150 States and Minorities in the Middle East (Spring: 3)
Cross Listed with SL 150
Satisfies Cultural Diversity Core Requirement
Offered Periodically
To get Sociology credit for the major or minor, you must register for SC 150.

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

SC 200 Statistics (Fall/Spring: 3)
Required for the Sociology major

This course is an introduction to statistics, with some emphasis is on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.
Michael Malec
The Department

SC 210 Research Methods (Fall/Spring: 3)
Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.
Paul S. Gray
David A. Karp
Deb Piatelli
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, are presented in the context of their intellectual forebears.
Paul Gray
Paul Schervish
Eve Spangler
The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with HS 148, EN 125, PS 125
To get sociology credit for the major or minor, you must register for SC 225.

See course description in the History Department.
Ellen Friedman

SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)
Cross Listed with PL 259, TH 327
To get sociology credit for the major or minor, you must register for SC 250.

See course description in the Theology Department.
Matthew Mullane

SC 280 Social and National Identity in the Balkans (Fall: 3)
Cross Listed with SL 280
Satisfies Cultural Diversity Core Requirement
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 280.

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

SC 299 Reading and Research (Fall/Spring: 3)
Prerequisite: Permission of instructor
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 303 Social Construction of Whiteness (Spring: 3)

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender.
Deborah Piatelli

SC 304 Race, Ethnicity, and Popular Culture (Spring: 3)
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 304.

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.
Zine Magubane

SC 305 Capstone: Doing Well and Doing Good (Spring: 3)
Cross Listed with UN 539
To get sociology credit for the major or minor, you must register for SC 305.

Are you prepared to balance doing well in life and doing good in the world? I will argue that to answers life's challenges, you need good questions those that reveal the intersection of biography and history, showing how personal choices are shaped by and mold societal forces. Good questions, in turn are connected to good answers: ones that allow you to act productively while respecting the fact that most knowledge is incomplete, ambiguous and, often, contested.
Eve Spangler

SC 310 Studies in Crime and Social Justice (Fall/Spring: 3)
Offered Periodically

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions parallelling the vision of social justice developed throughout the course.
Jessica Hedges

SC 311 Diversity, Community, and Service (Fall: 3)
Deborah Piatelli

SC 335 Theorizing Torture (Fall: 3)

This course examines the historical uses of torture in order to address its contemporary relevance, as well as the practice of it in democratic societies. In doing so, we will consider important ethical, social psychological, and sociological explanations of torture. We will then evaluate these explanations through close studies of films, documentaries, memoirs, and investigations of historical cases of torture.
Jared Del Rosso

SC 343 Meaning and Practice of Philanthropy/Biography and Society (Fall: 3)
Paul Schervish

SC 350 Black and Green: Race and Urban Ecology (Fall: 3)
Michael Cermak

SC 357 Social Change in Action (Spring: 3)
Prerequisites: Either one class in social problems, social change or social movements, or prior activist experience.
Offered Periodically

What can ordinary people do to bring about social change? In this course you'll learn about the history and theory of community organizing and campaign strategy. The class will choose a current injustice as an issue, set a goal, design a campaign strategy, then carry out the first steps of that campaign.
Betsy Leondar-Wright

SC 359 Sports in American Society (Spring: 3)
Offered Periodically
Prerequisite: Any SC core course (SC 001-SC 099)

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 361 Family and Work (Fall: 3)
Offered Periodically

This course will examine the links between family and work, both paid and unpaid. Social changes of the last few decades radically transformed the nature of work-family balance in the United States. We will consider these historical shifts as well as examine the contemporary patterns, asking: How do people manage multiple responsibilities of work and family and what are the consequences of different arrangements? How do the challenges of balancing work and family vary by gender, race, social class, and age?
Natsha Sarkisian

SC 367 Social Justice in Israel/Palestine (Fall: 3)
Offered Periodically

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses

the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g., Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.
Eve Spangler

SC 375 American Economic Crisis and Social Change (Fall/Spring: 3)
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 375 rather than the cross listed course.

This course offers a new way to think about America, focusing on our values, our intertwined economic and social crises exploding in the 2008 Wall Street meltdown, and systemic solutions. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, family breakdown, global warming, overweening corporate power and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.
Charles Derber

SC 377 Sociology of Revolutions (Fall: 3)
Offered Periodically

The word "revolution" is often used metaphorically to emphasize the dramatic nature of certain events, as in "the Reagan revolution," or "the Industrial revolution." However, this course will focus on "revolutions" in the literal sense of the term—that is to say, rapid, fundamental, and violent change in a society's political institutions, social structure, leadership, and government policies. The first two-thirds of the class will be devoted to the causes and consequences of revolutions; the final third will be devoted to in-depth case studies of the Cuban and Mexican revolutions, including the legacies of the Cuban and Mexican revolutions today.
Sarah Babb

SC 387 The Sixties Through Film (Fall: 3)
Offered Periodically

This anthropology course covers the period from the end of World War II to 1973 with the fall of Richard Nixon. This was a time of tremendous change—Vietnam, civil rights, the deaths of President John Kennedy, Robert Kennedy and Martin Luther King, the Great society, Watergate, Sputnik, a man on the Moon, the rise of Rock and Roll, America in revolution.
James Hamm

SC 388 Culture Through Film (Fall/Spring: 3)
Offered Periodically

We will explore contemporary issues, perception and reality, language, race, gender, sexual orientation, indigenous rights, marriage, colonialism, protest and chaos, and attempt to "think outside the box." Each week we will view one or more films that raise questions about the ways we understand these issues. The films have been selected to enable us to experience alternative ways of thinking about concepts with which we probably feel comfortable. The goal of the course is to allow us to realize that many of our beliefs are cultural constructions and in fact are always in the process of revision.
James Hamm

SC 391 Social Movements (Fall: 3)
Offered Periodically

Social movements have played a major role in U.S. history, helping bring about the end of slavery, votes for women, the 40-hour week, clean water laws and other social changes we take for granted. But movements are widely misunderstood, denigrated by some, and unrealistically glorified by others. In fact, movements face predictable strategic dilemmas; how much they reach their goals depends on choices made at key junctures. While the course spotlights progressive U.S. movements, right-wing and international movements will be used as examples as well. Students will apply concepts from social movement theory to current and historical movements.
Betsy Leondar-Wright

SC 394 Social Conflict (Spring: 3)
Offered Periodically

The end of the Cold War has not put an end to either war or violent conflicts within society. In fact, more than one-third of the world's countries have been directly affected by serious societal warfare since 1990. Not only do problems of large scale, violent conflicts remain central in the modern world, but the probability of nuclear proliferation and the possible use of chemical weapons make such conflicts even scarier. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and on how they can be resolved non-violently.
Department

SC 399 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of instructor
Enrollment limited to candidates for Scholar of The College. This is not a classroom course.
The Department

Undergraduate and Graduate Course Offerings

SC 378 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with PS 600, SW 600
To get sociology credit for the major or minor, you must register for SC 378 rather than cross listed courses.

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.
The Department

SC 422 Internships in Criminology I (Spring: 3)
Prerequisite: Permission of instructor
Offered Periodically

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 courts, probation offices, correctional facilities, social service agencies dealing with criminal justice issues, and other legal settings where practical exposure and involvement are provided.

SC 507 Sociology of Mental Health and Illness (Spring: 3)

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness.

The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness.
David Karp

SC 525 Social Gerontology (Spring: 3)
Offered Periodically

This course provides thorough coverage of current topics in social gerontology. We'll begin the class by discussing theories of aging and the life course from multiple social scientific disciplines. Then we will cover specific topics in four general areas of sociology: roles and relationships (e.g., within the family), inequalities (e.g., ageism), institutions (e.g., health care), and social change (e.g., the aging of the population).
Sara Moorman

SC 530 International Studies Senior Seminar (Fall/Spring: 3)
Cross Listed with IN 530
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 530.

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment—politically, economically and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions and research in an atmosphere of mutual respect and trust.
Brian Gareau
Paul Gray

SC 532 Images and Power (Fall: 3)
Stephen Pfol

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting, however, both the instructor and the BC Internship Program Office in the Career Center can be of help.
John B. Williamson

SC 550 Important Readings in Sociology (Spring: 3)
Prerequisite: Permission of the department
This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?
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.
Paul Gray

SC 556 Senior Honors Thesis (Spring: 3)
Prerequisite: Permission of the department

After having completed their research proposal in SC 555, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SC 556.01 students complete their thesis research under the direction of their faculty advisor. Although SC 556.01 is normally a 6 credit course, students may opt to complete their thesis using only 3 credits. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.
Paul Gray
David Karp

SC 563 Trauma, Culture, and Coping (Spring: 3)
Offered Periodically

This seminar will introduce students to various theoretical approaches to trauma and traumatic impact and examine the sociological, psychological, and service oriented implications of these approaches. Multiple types of trauma will be conceptualized and investigated; from interpersonal level traumas like child sexual abuse and rape, to mass level traumas such as the Holocaust, U.S. slavery, and the September 11, 2001 terrorist attack against the U.S. Larger socio-cultural forces will be examined in analyzing both the exposure to and recovery from traumatic events.
Shawn McGuffey

SC 568 Sociology of Education (Fall: 3)
Cross Listed with ED 349
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 568 rather than the cross listed course.

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?
Ted Youn

SC 570 Political Sociology (Fall: 3)
Brian Gareau

SC 578 Corporate Social Responsibility (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 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 598 Politics of Black Sexuality (Fall: 3)
Cross Listed with BK 598

Using Black bodies as a focal point, this course will examine the intersections of race and sexuality in the U.S. on both an inter-personal and national level. Although we will pay careful attention to the historical foundations for many of the contemporary issues now facing people of African descent, we will primarily focus on modern day dynamics and debates within and outside of African-American communities. Topics covered include: poverty and social policy, family and sex education, religion, hip-hop, and public health.
Shawn McGuffey

SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)
Cross Listed with HS 665, EN 603
Offered Periodically
To get sociology credit for the major or minor, you must register for SC 664 rather than the cross listed courses.

See course description in the History Department.
Abigail Brooks

SC 670 Technology and Culture (Fall: 3)
Cross Listed with CS 267
To get sociology credit for the major or minor, you must register for SC 670 rather than cross listed courses.

See course description in the Computer Science Department.
William Griffith

Theatre

Faculty

Scott Cummings, *Associate Professor;* Chairperson of the Department; B.A., University of Michigan; M.A., D.F.A., Yale University
Stuart J. Hecht, *Associate Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
John H. Houchin, *Associate Professor;* B.A., Houston Baptist University; M.F.A., Ph.D., New York University
Crystal Tiala, *Associate Professor;* B.A., University of Mississippi; M.F.A., University of Connecticut
Luke Jorgensen, *Adjunct Assistant Professor;* B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University
Patricia Riggin, *Adjunct Assistant Professor;* B.A. Cornell University; M.F.A. Brandeis University
Jacqueline Dalley, *Adjunct Assistant Professor;* B.A., University of California at Davis; M.F.A. Carnegie-Mellon University

Contacts

- Undergraduate Program Information: Dr. John Houchin, 617-552-4612, john.houchin.1@bc.edu
- www.bc.edu/theatre

Undergraduate Program Description

The Boston College Theatre Department—faculty and students—is committed to merging scholarship with art. We challenge ourselves to engage the dynamic and evolving experience of theatre—the vast sweep of its history, the diversity of its literature, and the ever changing contours of its criticism. We give these intellectual inquiries flesh and bone presence through an array of productions that are supported by rigorous training in acting, dance, design, playwriting, play direction and theatre technology. As students you will receive a solid foundation of skills and knowledge that prepare you to begin advanced theatre studies or embark upon a career in professional theatre or one of its sister arts.

However, we are not merely a department whose goals are limited to the production of plays. We know that philosophies, economies, religions, and wars are profoundly embodied in the creation, performance, and reception of theatre. By acknowledging the connection between this, our art, and the external forces that shape it, we are thus able to use theatre as a window onto history, a method of analysis and a vehicle for social change.

Major Requirements

In order to graduate from Boston College with a Bachelor of Arts in Theatre, students must successfully complete 12 three-credit classes in theatre. In addition they must complete six theatre production labs. Ideally, they should complete the following six classes by the end of their sophomore year. These provide the context and foundation of skills upon which more advanced courses are built.

- CT 062 Dramatic Structure and Theatrical Process (Fall only) Students unable to register for this class may substitute CT 060 Introduction to Theatre.
- CT 101 Acting I
- CT 140 Elements of Theatre Production I (Spring only)
- CT 141 Elements of Theatre Production II (Fall only; prerequisite CT 140)
- CT 275 History of Theatre I
- CT 276 History of Theatre II

Students must also complete six courses designed to provide more specialized information and experience. Two courses must be chosen from the upper level Performance and Production category. These courses are numbered CT 300 to CT 359 and CT 400 to CT 459. Two other courses must be selected from the upper level Literature, Criticism, and History category. These courses are numbered CT 360 to CT 379 and CT 460 to CT 479. The remaining two courses are General Electives that students may select based on their interests and needs.

Finally, students must complete six Production Labs that are arranged at the beginning of each semester.

Mentoring and Advisement

The Boston College theatre faculty places great emphasis on academic advisement and professional mentoring. We are committed to working with students to maximize their learning experiences by helping them design an academic program that stimulates their curiosity and

supports their interests. Moreover, we support and guide students as they face the challenges of leaving their undergraduate career for graduate school or the professions.

Internships

The Department of Theatre encourages students to avail themselves of professional internships. As such we have developed programs, both formal and informal, for students to spend their summers working under the tutelage of experienced and successful marketing directors, producers, film and stage directors, stage managers, and casting directors in New York, Boston, and Washington, D.C. Some internships earn academic credit and many offer jobs upon graduation.

Color-Blind Casting

The Department of Theatre bases its casting choices upon a number of criteria. Chief among these are the effectiveness of the audition, quality of previous performances and class work, dedication, and discipline. Race and ethnicity are not considered when casting decisions are made. As such the Department of Theatre practices color-blind casting.

Certification in Theater Option for Education Majors

Elementary Education

Elementary Education majors may follow a program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information, please contact the department Chairperson.

Information for Study Abroad

If students want to spend a semester abroad, the Department strongly encourages them to meet with their advisor at least one year in advance of their planned departure. Not all foreign study plans are created equal and the faculty wants to insure that students receive maximum credit for their academic courses while studying abroad. For more information contact John Houchin, Department Chair.

Undergraduate Course Offerings

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

CT 060 Introduction to Theatre (Fall/Spring: 3)
Satisfies Arts Core Requirement

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing.
The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)
Satisfies Arts Core Requirement
Required for all Theatre majors

This foundational course provides a thorough introduction to theater and drama study. It is geared towards, though not limited to, theater majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.
Scott T. Cummings

CT 101 Acting I (Fall/Spring: 3)
Prerequisite: Permission of instructor

In Acting I students train to acquire the essential skills of an actor. Vocal and physical exercises are taught to free the body and voice, and a personal warm-up is developed by each student by the end of the term. Improvisations and ensemble exercises to release emotional spontaneity, to encourage creativity, and to free one's imagination are also major components of this class.
Patricia Riggin

CT 110-111 Beginning Ballet I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

These courses are 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 140 Elements of Theater Production I (Spring: 3)
Corequisite: CT 145
Required for theatre majors. Also open to interested non-majors by permission.

Elements I introduces the history, theory, and practice of technical theater production through lectures, discussions, observation and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props, costumes and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theater and theatrical spaces.
Jacqueline Dalley
Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)
Prerequisite: CT 140 or permission of instructor
Corequisite: CT 145

The course is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical production work, students will use class projects to begin creating designs for the stage. In addition, Elements II in combination with the Theater

Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting and make-up for stage productions.
Jacqueline Dalley
Crystal Tiala

CT 201 Acting II: Characterization (Spring: 3)
Prerequisite: CT 101

Acting II focuses on tools and techniques essential for the actor. Using improvisation and character development at its core, the class will challenge actors to encounter both monologues and scene work in a new and different way. Actors will use improvisation and physical work from the commedia to build a more elastic sense of their bodies and voices while analyzing text to find clues for building character. Selections include comic scenes, modern realism and Shakespeare. The course culminates in a final performance.
Luke Jorgensen

CT 202 Acting Techniques I (Fall/Spring: 3)
Prerequisite: CT 101

This course will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to advanced ones that challenge the student's imagination and emotional life.
Patricia Riggin

CT 205 Elements of Dance (Fall: 3)
Satisfies Arts Core Requirement

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. 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 (Fall: 3)

This class is designed for the beginner to experienced dancer. Each student will study jazz, tap, modern/contemporary dance, ballroom, world dance and more. Emphasis is placed on the individual student's development in dance technique, physical conditioning and artistic expression. Each class will consist of a body warm-up, strength and flexibility training and choreographed combinations. Specific dress and footwear will be required.
Kirsten McKinney

CT 209 Ethnic Theatre Studies (Fall: 3)
Cross Listed with BK 209
Satisfies Cultural Diversity Core Requirement
Sun Kim

CT 225 Voice for the Stage (Spring: 3)
Prerequisite: CT 101
Kristin Linklater's voice work is the basis of this course taught by one of her designated teachers.

This course develops the student's vocal instrument and vocal/physical awareness through exercises designed to release tension in the body, free the breath, and expand the use of resonators and articulators. The voice work will progress from the rediscovery of sound in the body, to the opening of the vocal channel (jaw, tongue, soft palate), to the exploration of resonance and vocal freedom. Speech and dialect work are also a component of this course as the students explore monologues from the classical theatre and scenes that require dialects.
Patricia Riggin

CT 243 Makeup Design for the Stage (Spring: 3)

This course introduces students to basic makeup techniques for the stage. Students will study both makeup design principles, and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc) and special-effect makeup.
Jacqueline Dalley

CT 252-253 Creative Dramatics I and II (Fall/Spring: 3)
Prerequisite: Instructor's permission

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theater, drama therapy and social justice. This is a hands-on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with a dolescents. Creative Dramatics is essential for teachers in obtaining additional certification to teach drama.
Luke Jorgensen

CT 261 Modern Greek Drama in English (Fall: 3)
Cross Listed with EN 084.02, CL 166
Dia Philippides

CT 275-276 History of Theatre I and II (Fall/Spring: 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 301 Acting III (Spring: 3)
Prerequisites: CT 101 and CT 201 and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.
John Houchin

CT 306 Dance for Musicals II (Spring: 3)
Prerequisite: Instructor's permission
Specific dress and footwear will be required.

Students will expand on their knowledge of jazz, tap, modern/contemporary dance, ballroom, world dance and others. Influential choreographers' styles and characteristics of past and present will be analyzed and learned through the study of their repertoire. Such repertoire might include pieces from *West Side Story, Fosse, Chicago,* and *Thoroughly Modern Mille,*among others. Continued emphasis will be placed on the individual students' exploration of dance technique,

physical conditioning, and artistic expression. Audition techniques will be emphasized. Each class will consist of a body warm-up, strength and flexibility training and choreographed combinations.
Kirsten McKinney

CT 321 Choreography: Composition and Movement (Spring: 3)
Prerequisite: Instructor's permission

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.
Kirsten McKinney

CT 322 Physical Theatre I (Fall: 3)
This fulfills the advanced production/performance Theatre Departmental requirement.

The body is the tool of the actor. This is an intensive studio class in physical theater including; relaxation, observation, and alignment exercises, mask and character work, mime, clowning and improvisation. Based on Jacques Lecoq's training for actors, ensemble and solo work will be explored with informal showings.
Dr. Susan Thompson

CT 352 Stage Design I (Spring: 3)
Prerequisite: Studio art experience preferred
Cross Listed with FS 352

See course description in the Fine Arts Department.
Crystal Tiala

CT 357 Costume Design (Fall: 3)
Cross Listed with FS 357
Students are not required to have advanced drawing skills to take this class.

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.
Jacqueline Dalley

CT 366 Creating Social Activist Images (Fall: 3)
Crystal Tiala

CT 367 American Musical Theatre (Fall: 3)

This course examines the development and workings of the American musical, from the multiple roots of its inception through to the present. As we trace the evolution of this diverse theatrical form, we will study its leading creative artists and productions, its use of music, lyrics and book, its ties to American culture and shifting tastes.
Stuart J. Hecht

CT 368 Contemporary Theatre and Drama (Spring: 3)
Cross Listed with EN 249
Offered Biennially

This upper-level theater studies course surveys important playwrights and developments in American theater and drama over the past four decades. Works by Sam Shepard, Maria Irene Fornes, David Mamet, David Henry Hwang, Tony Kushner, Paula Vogel, Suzan-Lori Parks, and others are studied. Special topics include the off-Off Broadway movement of the 1960s; the resident-regional movement and the decentralization of American theater; the advent of multiculturalism and performance studies; and the rise of solo performance.
Scott T. Cummings

CT 384-385 Playwriting I and II (Fall/Spring: 3)
Cross Listed with EN 241, EN 248

These writing-intensive courses offer a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene.
Scott T. Cummings

CT 430-431 Directing I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.
Stuart J. Hecht

CT 432-433 Directing Lab I and II (Fall/Spring: 3)
Corequisites: CT 430, CT 431

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 450 Teaching Assistantship (Fall/Spring: 2)
Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor
This lab class may not be used toward the six lab credits required to majors.

This 2-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.
The Department

CT 467 Three Plays:Study and Performance (Spring: 3)
Stuart Hecht

CT 530 Theatre Practicum in Directing (Fall/Spring: 3)
Prerequisite: Permission of sponsoring instructor

This is a senior project in which a limited number of students direct a departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision.
Stuart J. Hecht

CT 540 Theatre Practicum in Design (Fall/Spring: 3)
Prerequisite: Permission of instructor
Consideration for enrollment will be given to those students who have successfully completed the design sequence of Elements of Theatre Production I and II, the relevant upper level design course in scenic, lighting or costume design, and a student workshop design.

This is a senior project involving the design of sets, lights, costumes and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.
Jacqueline Dalley
Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)
Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect.
Stuart J. Hecht

CT 598 Readings and Research in Theatre (Fall/Spring: 3)
Prerequisite: Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.
Scott T. Cummings
Jacqueline Dalley
Stuart J. Hecht
John Houchin
Luke Jorgensen
Patricia Riggin
Crystal Tiala

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus;* A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg
Philip King, *Professor Emeritus;* A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University
Patrick J. Ryan, S.J., *Associate Professor Emeritus;* A.B., A.M., Boston College, S.T.D., Gregorian University
Stephen F. Brown, *Professor;* A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain
Lisa Sowle Cahill, *Monan Professor;* A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
Donald J. Dietrich, *Professor;* B.S., Canisius College; M.A., Ph.D., University of Minnesota
Harvey D. Egan, S.J., *Professor;* B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)
Roberto S. Goizueta, *Flatley Professor of Catholic Theology;* B.A., Yale University; M.A., Ph.D., Marquette University
Michael J. Himes, *Professor;* B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago
David Hollenbach, S.J., *University Professor of Human Rights;* B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University
James F. Keenan, S.J., *Founders Professor of Theological Ethics;* Director of Graduate Studies; B.A. Fordham University; MDiv., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome
James W. Morris, *Professor;* B.A., University of Chicago; Ph.D. Harvard University
John J. 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
Stephen J. Pope, *Professor;* A.B., Gonzaga University; M.A., Ph.D., University of Chicago
M. Shawn Copeland, *Associate Professor;* Ph.D., Boston College
Catherine Cornille, *Associate Professor;* Chairperson of the Department; M.A. University of Hawaii; Ph.D., Catholic University of Leuven, Belgium
John A. Darr, *Associate Professor;* A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University
Charles C. Hefling, *Associate Professor;* A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College
Kenneth R. Himes, O.F.M., *Associate Professor;* B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University
Mary Ann Hinsdale, *Associate Professor;* B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto
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 G. Lawrence, *Associate Professor;* A.B., St. John's College; D.Th., University of Basel
John J. Makransky, *Associate Professor;* B.A., Yale University; Ph.D., University of Wisconsin
H. John McDargh, *Associate Professor;* A.B., Emory University; Ph.D. Harvard University
Bruce T. 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
Margaret Amy Schatkin, *Associate Professor;* A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary
David Vanderhooft, *Associate Professor;* B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University
Thomas E. Wangler, *Associate Professor;* B.S., LeMoyne College; M.A., Ph.D., Marquette University
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Jeffrey L. Cooley, *Assistant Professor;* B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College
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Yonder Gillihan, *Assistant Professor;* B.A., M.A., Ball State University; Ph.D., University of Chicago
Michael A. Fahey, S.J., *Adjunct Research Professor;* B.A., Boston College; Ph.L., University of Louvain; S.T.L., Weston Jesuit School of Theology; Th.D., University of Tübingen
Francis P. Kilcoyne, *Adjunct Associate Professor;* Assistant Chairperson; Director of Undergraduate Program, B.A., Cathedral College; S.T.B., Catholic University, M.A., St. Michael's College; M.A., St. John's University (MN); Ph.D., Boston College
Aloysius Lugira, *Adjunct Associate Professor;* B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University
Erik C. Owens, *Adjunct Assistant Professor;* B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago
Meghan Sweeney, *Adjunct Assistant Professor;* B.A., College of the Holy Cross; M.Div. Harvard University; Ph.D., Emory University
Matthew Mullane, *Adjunct Senior Lecturer;* B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Boston College; (Ph.D. candidate), Boston College

Contacts

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- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Gail Rider, 617-552-4602, gail.rider@bc.edu
- www.bc.edu/theology

Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, psychology of religion, and the dialog between Christianity and major religious traditions. 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.

Please Note: The University will be converting from a course to a credit-based system beginning with the Class of 2014. Therefore, for students in the classes of 2014 and beyond, special information on course requirements is included in **[bold face type]** and in **[brackets].**

Course Offerings

The Department distinguishes five levels of course offerings:

- (l) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

Two-semester sequence or **a 6-credit [Class of 2014]**. Students must take both semesters **([or 6 credits]** of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence **[or one 6-credit sequence]** from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture **(for freshmen only)** and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses **[or 30 credits]**, distributed as follows. These year-long Core sequences count as two courses **[or six credits]** each:

- Either The Religious Quest or The Biblical Heritage. (Majors taking the Biblical Heritage option are encouraged to enroll in the enhanced section, which is restricted to majors only.) These year-long Core sequences count as two courses **[or six credits]**.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses **[or six credits]** each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three courses **[or nine credits]** 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 that will count as theology electives. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.

- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This 3-credit course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements

The minor in Theology requires the Core and five additional courses **[or 15 credits]**. Three of these additional courses must be beyond the Core level. **[For the Class of 2014, nine of these additional credits must be beyond the Core or level one].**

Honors Program

Requirements for graduation with departmental honors:

- Completion, with at least a grade of A-, of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis.
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the 30 required to obtain the major in theology.

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one core course **[or three credits of the core]** before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies, while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. **Please Note:** Application to the program must 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 **[or 15 of their elective credits]** 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 **[or six of these credits]** 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. 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.

Undergraduate Course Offerings

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

TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Biblical Heritage to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical

and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.
The Department

TH 016-017 Introduction to Christian Theology I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Introduction to Christian Theology to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

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.
The Department

TH 023-024 Exploring Catholicism: Tradition and Transformation (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Exploring Catholicism to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

These courses are a 2-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.
The Department

TH 081-082 Continuing Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 081-SL 082
Satisfies Foreign Language Proficiency Core Requirement.
Offered Biennially

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

TH 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)
Corequisites: PL 088-089
Satisfies Theology Core Requirement
Satisfies Philosophy Core Requirement

These are 2-semester courses that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to 12 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 Department

TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 6)
Corequisite: PL 090
Satisfies Theology Core Requirement
Satisfies Philosophy Core Requirement
Total of six credits each term. Freshman only.

These courses introduce students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

TH 102 Human Setback: The Unexpected Grace (Fall: 3)
Offered Periodically

This course acknowledges that for many persons the shortest distance between them and spiritual depth lies in traveling—what some call—life's "crooked" line. Disappointments, sickness, and other human setbacks, that cause us to feel lost and diminished at times, can turn out to be serendipitous avenues to new birth and growth when negotiated with faith, ritual, and religious wisdom.
Anthony Penna, S.J.

TH 107 Religion in Africa (Fall: 3)
Cross Listed with BK 120
Satisfies Cultural Diversity Core Requirement

The course is designed to introduce the variety of African religious experiences within the context of world religions. The significance and contents of Africism as the African autochthonal religion will be outlined. Heterochthonal religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.
Aloysius M. Lugira

TH 108 Christianity in Africa (Spring: 3)
Cross Listed with BK 121
Satisfies Cultural Diversity Core Requirement

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally 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 116 Medieval Religions and Thought (Fall: 3)
Cross Listed with PL 116

The medieval world of philosophy and theology was a multicultural world: Arabian, Jewish and Christian thinkers from the three great religious traditions adopted, adapted and shared the philosophical riches of the classical world and the religious resources of the biblical heritage.
Stephen F. Brown

TH 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with PL 160
This course satisfies the introductory requirement for students taking the minor in Faith, Peace and, Justice Studies.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.
Matthew Mullane
Stephen Pope

TH 161-162 The Religious Quest: Comparative Perspectives I (Fall/Spring: 3)
Satisfies Theology Core Requirement
Satisfies Cultural Diversity Core Requirement
You must take both sections of the Religious Quest I and II to receive Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, 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, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.
Bede Bidlack—Christianity and Daoism
Natana DeLong-Bas—Christianity and Islam
Bagus Laksana—Christianity and Islam
Ruth Langer—Christianity and Judaism
Aloysius Lugira—Christianity and African Religions
John Makransky—Christianity and Buddhism
Harry J. McDargh—Christianity, Judaism, and Buddhism
James. Morris—Judaism, Christianity, and Islam
Erik Ranstrom—Christianity and Hinduism
Demetrios Tonias—Christianity and Judaism

TH 164 Violence, Religion, and Just Peace (Spring: 3)
Prerequisites: Completion of Theology Core, department permission, Faith, Peace, and Justice minors only.

Religion is often regarded as the cause of conflict, aggression, and massive social evil. This course examines ways in which religion has contributed to resisting evil, preventing violence, and contributing to healing and reconciliation after large scale social violence.
Stephen Pope

TH 174 Islamic Civilization (Fall: 3)
Cross Listed with FA 174, HS 171
Satisfies Cultural Diversity Core Requirement

See course description in the Fine Arts Department.
Jonathan Bloom

TH 198 The Language of Liturgy (Spring: 3)
Cross Listed with SL 221

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

TH 206 Relationships: A Way to Know God (Spring: 3)

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God through those 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 231 The Bible and Ecology (Spring: 3)

In this course we will: (1) identify and analyze a variety of biblical understandings of how humans relate to nature, from the Genesis creation accounts to St. Paul's notion of a liberated creation; (2) evaluate the influences of these biblical ideas on current trends in theology, ethics, and ecology; and (3) explore ways in which religious world views hinder and/or enhance efforts to protect and preserve the environment.
John Darr

TH 233 Vatican II: History and Interpretation (Fall: 3)

This course (1) introduces students to the historical context of the Second Vatican Council —the most significant event in Catholic Church of the twentieth century; (2) examines the texts and key personalities of the Council; and (3) reviews and analyzes the current debates regarding the Council's significance for today and the future.
Mary Ann Hinsdale

TH 251 Pacifism and Peace Movements (Fall: 3)

Opposition to war is a persistent Christian tradition. This lecture/discussion course will first survey the development of pacifist thought and action from the early Christian tradition and the medieval just war theorists to the radical Christian alternative exemplified by the Anabaptists during the Reformation and later by the Quakers. The emphasis will be on nineteenth and twentieth century pacifist thought from Garrison to Tolstoy to Gandhi to Martin Luther King, the development of non-violent direct action protest, and pacifist influence on armaments, wars, and racial injustice.
Thomas Buckley, S.J.

TH 264 Gender (In)Equality in Classical and Christian Perspectives (Spring: 3)
Prerequisites: HP, Theology majors, or Women's Studies minors.
Cross Listed with HP 264

This theology seminar will examine traditional gender norms in classical, biblical, and Christian literature. Using the lens of feminist theology, this course will explore works in four categories: (1) classical works of Homer, Sophocles, and Virgil; (2) the Hebrew bible and New Testament; (3) major historical figures such as Aquinas, Luther, and Julian of Norwich; and (4) contemporary feminist theologians.
Lisa Cahill

TH 283 Prophets and Peacemakers (Spring: 3)
Prerequisites: Completion of Core requirements in theology, Department permission, and Faith, Peace, and Justice minors only.

This seminar examines significant twentieth century attempts to relate faith, spirituality, and religious convictions to issues of peace and justice. Special concerns include: human dignity, compassion, evil and "social sin," the preferential option for the poor, human rights, the social mission of the church, religion and politics, peacemaking, and non-violent social transformation.
Stephen J. Pope

TH 285 Voices, Visions and Values: Exploring Vocation (Spring: 3)

A primary source for Americans to derive meaning and purpose in their lives is work. Career and professional advancements do not seem to be sufficient in creating a life that captures the human spirit and makes a difference in the world. This course will use fictional and non-fictional voices as well as psycho/social analysis, cultural critique and theological/spiritual concepts to help envision a balanced life.
Joseph Marchese

TH 309 Liberation Theology (Fall: 3)

This course will examine the Latin American liberation theology movement, its historical development, principal theological themes, and implications for North American Christianity. Topics to be addressed include, among others: the preferential option for the poor, the influence of Catholic social teaching on liberation theology, the role of the social sciences in theological method, spirituality of liberation, and critiques of liberation theology.
Roberto Goizueta

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/Spring: 3)
Prerequisite: Completion of Theology Core.
Please see specific instructor's section for additional information. Theology Majors only.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study.
Yonder Gillihan
Robert Imbelli
Francis P. Kilcoyne

TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)
Cross Listed with UN 163

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities.
Richard Nielsen

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)
Prerequisite: Completion of Theology Core.

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.
Anthony Penna, S.J.

TH 361 Praying Our Stories (Fall: 3)

Significant experiences of God's presence are often thought of as extraordinary. They are moments we might expect while on retreat, during community worship, or while sitting under the stars. We might assume that to find God we must transcend our mundane life and get to another place. This course will explore how God is in fact more likely, and thankfully, discovered in the ordinary. Ignatian spirituality does not distinguish between secular and sacred, work and prayer, or God and "real life." Instead it is about finding God in our lived experience and cooperating with God to transform that experience.
Daniel Ponsetto

TH 410 Capstone: One Life, Many Lives (Fall/Spring: 3)
Cross Listed with UN 500
Behind the many lives we lead beyond college—in work, relationships, spirituality, and society—there is *one* life going on, a unity in us that carries the weight of our many strivings.

See course description under University Courses.
James Weiss

TH 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)
Prerequisite: Must be a senior.
Cross Listed with UN 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology.
H. John McDargh

Undergraduate and Graduate Course Offerings

TH 261 Spirituality and Sexuality (Spring: 3)
Prerequisite: Permission of instructor.

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.
H. John McDargh

TH 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion 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 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)
Satisfies Cultural Diversity Core Requirement

The parties in 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. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.
Raymond Helmick, S.J.

TH 371 Turning Points in Jewish History (Fall: 3)

Jewish history stretches from creation to today. This course will focus on the major turning points which shape today's Jewish world, focusing on major intellectual and theological trends, figures, and events from the development of rabbinic Judaism to the twentieth century. Through this, students will come to have a basic understanding of the outlines of Jewish religious and intellectual history, of the nature of the Jewish experience as a minority culture in the Christian and Muslim worlds, and of the shapes of contemporary Judaism.
Ruth Langer

TH 406 War and Peacemaking in Eastern Christianity (Spring: 3)

Despite its compelling record on pacifism, the Eastern Church had occasionally derailed from this position due to heresies and political pressures. First, a focused literature review of patristic writings, liturgical compositions, Canon Law, etc., will be conducted to identify Church's position on violence. Secondly, phenomena such as evil and dualism will be analyzed in the context of attitudes of demonizing the enemies, while the Just War Theory and Nationalism will be analyzed in the context of instances when the Church sanctioned defensive violence. Thirdly, special peacemaking methods will be explored in light of the tripartite dimension of violence.
Marian Simion

TH 409 Michelangelo's Chapel (Fall: 3)
Cross Listed with HS 409
Offered Periodically

See course description in the History Department.
Benjamin Braude

TH 418 Theology of Bonaventure (Fall: 3)

A study of the theology of St. Bonaventure in his short writings including the *Itinerarium, the De reductione artium ad theologiam, the Breviloquium*, "On the Mystery of the Trinity" and his Paris sermons including "On the gifts of the Holy Spirit," "On the Ten Commandments", and "On the Six Days of Creation."
Steve Brown

TH 422 Orthodox Christianity Today (Fall: 3)
Offered Periodically

Pope John Paul II once called Eastern Orthodox Christianity the "other lung" of Christendom. The European Union's eastward expansion, the assimilation of Orthodox churches into the American mainstream, and scholarly interest in Orthodox thinkers have all helped raised awareness and questions about the relationship of Orthodox Christianity to other denominations and modern societies. This course surveys Orthodox Christian history, doctrine, and practices to offer perspectives on contemporary issues and challenges. Topics covered include the ancient church, Byzantium, East-West divisions, the Slavic missions, nationalism, mysticism, the Trinity, Christ, the saints, sacraments, deification, spirituality, prayer, rituals, and art.
Demetrios Katos

TH 423 Ignatian Spirituality (Spring: 3)

This course is an exploration of the tradition of Christian spirituality influenced by the life and work of Saint Ignatius of Loyola, the founder of the Society of Jesus (the Jesuits). It will involve two major themes. First, it will involve an examination of the historical milieu in which Ignatius lived and wrote, as well as the theology and spirituality which influenced his writing. Second, it will invite students to consider the meaning and relevance of this spirituality in the contemporary world, in the contexts of the academy and the Church.
Tim Muldoon

TH 425 Seminar in Greek Patrology (Fall: 3)
Prerequisite: Introduction to Ancient Greek.

Translations of selected patristic texts from the original Greek. Introduction to patristic philogy.
Margaret Schatkin

TH 426 Fathers of the Church (Fall: 3)
Theology Majors only.

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.
Margaret A. Schatkin

TH 429 Religion and Ecology (Fall: 3)
Prerequisite: Theology Core.

This course studies the emergence of ecological theology as a form of liberation theology. It will investigate the roots of environmental degradation in the Judeo-Christian tradition and the attempts of contemporary theologians to re-envision our understanding of God, human beings and nature in order to shape a sustainable, planetary theology.
Mary Ann Hinsdale

TH 430 North American Catholic Theologians (Spring: 3)
Prerequisite: Completion of Theology Core

A survey of North American theologians who have influenced Catholic theology since the Second Vatican Council (1962-65): Gregory Baum, Avery Dulles, David Tracy, Rosemary Radford Ruether and Roger Haight. Focusing on primary texts, this course will locate the authors' work within the larger context of nineteenth and twentieth century Catholic theology, paying particular attention to fundamental theological questions: i.e., their understanding of faith, revelation, theological method, and authority (Scripture, Tradition, Magisterium).
Mary Ann Hinsdale

TH 431 Quest for Spirituality: Jewish and Non-Jewish Responses (Spring: 3)
This course is sponsored in part by the Jewish Chautauqua Society.

This elective is a critical study of the many ways in which seekers find spiritual enrichment (such as study, meditation, prayer, good deeds, etc.). Though the context is Jewish, the methodology can be applied to many other religions.
Rabbi Rifat Sonsino

TH 434 Comparative Mysticism (Fall: 3)
Prerequisite: Religious Quest or Introduction to more than one religion

The area of mysticism or spirituality has been the focus of a heated debate among those who argue for the universality and the particularity of mystical experiences. In this course, we shall engage in this discussion by studying the writings of important mystics from various religious traditions.
Catherine Cornille

TH 437 Jewish and Christian Interpretations of Bible (Spring: 3)

Although Jews and Christians share many scriptural texts (the Christian Old Testament, the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.
Ruth Langer
Thomas Stegman

TH 438 Career, Work, and Spirituality (Fall: 3)
Offered Periodically

This seminar explores Christian spiritualities, traditions, and theologies of work, career, professional life, and calling. We use some relevant contemporary sociology, psychology, and management theory. We also explore practical lives of real individuals, including an opportunity for discernment of the student's own relationship to work, career, and calling
James Weiss

TH 439 Transatlantic Catholicism Since 1750: Responses to an Age (Spring: 3)
Prerequisite: Theology and History Core
Offered Periodically

Intellectual, social, political, and technological upheavals in America (1776-83), France (1789-1815), Italy (1848-70) and throughout Europe (1919) confronted Catholic communities on a theoretical, organizational and pastoral level. From the Enlightenment through the conflicts of the twenty-first century, the Western Mediterranean and North Atlantic Catholic community contended with issues of rationalism and belief, democracy and statism, imperialism and religious inculturation beyond Europe. It addressed questions of social justice and issues both internal and with its Christian and non-Christian neighbors concerning the very nature of the Church, its development, its intellectual, spiritual and pastoral life, conflicts regarding gender, governance, and dissent.
Francis P. Kilcoyne

TH 440 A Religious History of American Catholicism (Spring: 3)
Offered Periodically

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic lifestyles.
Thomas E. Wangler

TH 441 Ibn `Arabi and the Islamic Humanities: Later Islamic Philosophy and Theology (Spring: 3)

The rapid spread of Islam as a world religion (thirteenth-seventeenth centuries) involved an extraordinary explosion of spiritual, social and cultural creativity in vernacular languages and cultures across all regions of Asia and Eastern Europe. Everywhere this world-historical transformation reflected the manifold influences of Ibn `Arabi (d. 1240/638) and the ever-expanding "Akbari" tradition of his philosophic, theological, artistic and poetic interpreters. This course moves from an introductory selection of his key writings to representative interpreters in Iran, Central Asia, India, China, Southeast Asia and the Ottoman world, with an overview of his contemporary influences in psychology, literature, philosophy, and religious thought.
James Morris

TH 446 David: The Hebrew Bible and History (Fall: 3)
Prerequisite: Theology Core

The complex biblical account of King David's royal accomplishments and private failings have increasingly aroused scepticism among biblical scholars. In what sense may the biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.
David Vanderhooft

TH 448 Seminar: Latin Patrology (Spring: 3)
Prerequisite: Introduction to Latin

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between eastern and western theology.
Margaret Schatkin

TH 449 Jewish Liturgy: History and Theology (Spring: 3)
Offered Periodically

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will

examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.
Ruth Langer

TH 454 Sacred Buddhist Texts (Spring: 3)
Prerequisite: Department permission

Readings in early Indian Buddhist scriptures and in Zen or Tibetan sacred literature. Attending to developments in Buddhist thought and practice and to social and cultural contexts. Graduate theology and divinity students are encouraged to notice parallel issues in other religious traditions raised by their study of Buddhist scriptures.
John J. Makransky

TH 456 *Genesis* (Spring: 3)

This course will serve as an introduction to the text, context and reception of the book of *Genesis.* Examining the book of *Genesis* in detail, we will explore not only the book itself, but parallel creation and national origin stories in the ancient Near East, methods of interpretation and their history, as well as the book's profound legacy in Jewish, Christian and Muslim tradition.
Jeffrey Cooley

TH 459 The English Reformation (Spring: 3)

This lecture/discussion course will explore and analyze the developments in church polity, theology, worship, ministry, popular religion, and parish life that occurred in the Church in England from the reign of Henry VIII to the restoration of the monarchy following the English Civil Wars. A major objective is to understand the English religious experience as a lengthy process of multiple "reformations" that continued well into the seventeenth century. In sum, how the English became Anglicans.
Thomas Buckley, S.J.

TH 464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are: the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between "low" and "high" Christologies, and the meaning of salvation in the light of liberation Christologies.
Roberto Goizueta

TH 465 God and Morality: The Ethical Legacy of the Hebrew Bible (Spring: 3)
Prerequisite: Theology Core completed.

Examination of major texts from the Hebrew Bible on select moral problems. The course will introduce exegetical analysis of relevant biblical texts followed by study of their use in the subsequent history of theological ethics. General themes include covenant and law, virtues and vices, moral transgressions and their repair.
Stephen Pope
David Vanderhooft

TH 466 Introduction to Judaism (Fall: 3)
This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.
Rabbi Rifat Sonsino

TH 467 A History of Christian Architecture (Fall: 3)
Our interest throughout will be on the church as a space for ritual, and as evidence of a particular understanding of the relationship between God and people.

This course will trace the development of church design and decoration in western Christianity. We will begin with the modifications to private homes made for the earliest Christian communities, and then move on to examine the great medieval modifications of the Roman basilica in the Romanesque and Gothic styles, the high decoration of Baroque Catholic churches and the sobriety of their Protestant counterparts, the adaptations of these styles in the New World, and finally, modern churches as places of assembly for the people of God.
Patricia DeLeeuw

TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)
Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.

The teachings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology. Study of their dogmatic writings in light of modern interpretation and contemporary debate.
Margarat Schatkin

TH 478 Contemporary Issues in Bioethics (Spring: 3)

The course studies contemporaries issues on bioethics that concern the beginning of human life (reproductive technologies, prenatal diagnosis, contraception, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), and the end of human life (palliative care, vegetative state, euthanasia). It aims to identify the specific ethical challenges and to examine the ethical responses offered by the current theological debate.
Andrea Vicini, S.J.

TH 482 Hitler, the Churches, and the Holocaust (Fall/Spring: 3)
Cross Listed with HP 259, HS 460
Offered Periodically

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 496 The Moral Dimension of the Christian Life (Fall: 3)
Prerequisite: Theology core
Offered Periodically

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion,

conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment, and moral decision-making.
Kenneth Himes, OFM

TH 498 HIV/Aids and Ethics (Fall: 3)

Explores the ethical issues emerging from HIV/AIDS: questions of prevention (sexual abstinence and chastity programs, needle exchange, condoms), testing, discrimination, shaming, the vulnerability of women and children to the virus, homophobia, funding, the function of religion in public health, poverty issues, access to pharmaceuticals, drug patenting, human rights, etc.
James Keenan, S.J.

TH 503 Christology I: On the Incarnation (Spring: 3)

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary questions, especially philosophical questions. It will consider the ontological and psychological constitution of the incarnate Word in light of soteriology, and take up such notions as hypostatic union, kenosis, and beatific vision. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology.
Charles C. Hefling, Jr.

TH 504 Seminar: Ethics and International Studies (Fall: 3)
Cross Listed with IN 504
Offered Periodically
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 modern 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

TH 505 Buddhist Philosophy and Spirituality (Fall: 3)
Prerequisite: Permission of instructor

Focusing on Mahayana Buddhist philosophy in India with connections between philosophical concepts and spiritual practices. Buddhist theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of ritual, phenomenological investigation, meditation and devotion.
John J. Makransky

TH 509 Black Theology (Fall: 3)
Cross Listed with BK 509

See course description in the African and African Diaspora Studies Department.
M. Shawn Copeland

TH 512 Pauline Tradition (Fall: 3)
Prerequisite: Completion of Theology Core.
Offered Periodically

An introduction to Paul's life, letters and theology. Includes exegesis of Paul's Epistle to the *Romans;* discussion of the main themes in Paul's theology, and its significance for later Christianity. Recent debates over the sociology of the early Christian communities as represented in the Pauline and post-Pauline letters will be presented.
Pheme Perkins

TH 514 Parables of Jesus (Spring: 3)
Prerequisite: Biblical Heritage II or similar introduction to the New Testament.
Offered Periodically

Close reading and analysis of Jesus' parables in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the historical Jesus' use of parables and to the literary functions of parables as "narratives within narratives" in the gospel stories.
John Darr

TH 515 Anthropology of Karol Wojtyla/John Paul II (Spring: 3)
Cross Listed with PL 513
Richard Spinello

TH 525 Medieval Theology I (Fall: 3)
Prerequisite: Completion of Theology Core

This course will explore the remarkable twelfth-century achievement in theology, by surveying a wide sampling of twelfth-century theological figures and theological styles. Figures covered include Anselm of Canterbury, Peter Abelard, Bernard of Clairvaux, Hugh of St. Victor, and Peter Lombard. All texts will be read in English translation.
Boyd Taylor Coolman

TH 526 Medieval Theology II (Spring: 3)
Prerequisite: Completion of Theology Core

A study of medieval theologians and theological themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns Scotus, Peter Aureoli, William of Ockham, Gregory of Rimini, Jean Gerson, and Denys the Carthusian. The themes dealt with will be union of natures in Christ, man's knowledge of God, eternity of the world, man's freedom, divine foreknowledge, divine will and power, pelagianism, and grace and merit.
Stephen Brown

TH 527 Meditation, Service and Social Action (Spring: 3)
Cross Listed with TM 544
Prerequisite: Permission of instructor

Tibetan Buddhist understandings of the nature of mind with its capacities for stable attention, compassionate communion, and wisdom will be explored through contemporary writing and guided meditations. The meditations are adapted for students of any background to explore— to deepen understanding of Buddhism, to shed light on students' own spiritualities and traditions, and to see how meditation may inform students' readings and reflections on contemporary social service and action.
John Makransky

TH 528 The Gospel of Matthew (Spring: 3)
Offered Periodically

An in-depth examination of the Gospel of Matthew, with sustained analysis of it narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew's community to the Judaism of its day.
Yonder Gillihan

TH 529 Finding God: Aspects of Jewish Theology (Fall: 3)
Offered Periodically
This course is sponsored in part by the Jewish Chautauguq Society.

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 531 Abrahamic Family Reunion (Fall: 3)

Jews, Christians and Muslims are commonly referred to as members of the Abrahamic family of faith. Each faith tradition looks to Abraham as progenitor. Christianity and Judaism experienced a "parting of the ways" in the second to the fourth century. Islam emerged as a further prophecy and self-perceived clarification of earlier prophetic witness in the seventh century (610 A.D.). Today, at the heart of political and military tension in the Middle East and elsewhere are deep issues of religious identity that are either specific to this family of faiths or particularly exacerbated within the relationships among them.
Raymond Helmick
Rodney Petersen

TH 539 Human Rights, Humanitarian Crises, and Refugees: Ethical, Political, and Religious Responses (Fall: 3)
Prerequisite: Preference for theology and international studies majors.
Cross Listed with IN 539
Offered Periodically
Registration is limited.

This course will explore the protection of human rights in the face of contemporary humanitarian crises, focusing on the relation between such crises and warfare, political oppression and economic injustice. It will investigate the ethical perspectives that should guide responses by political, religious and civil communities. The issue of the forced migration that results from such crises will receive particular attention.
David Hollenbach, S.J.

TH 543 Vatican II: History and Interpretation (Fall: 3)
Mary Ann Hinsdale IHM

TH 547 Debating Religious Truth: Jews and Christians in the Medieval World (Fall: 3)
Cross Listed with PL 547
Readings will be from primary texts in English translation and major scholarly treatments of these texts.

The purpose of this course is the examination of the contents and contexts of the arguments used by Medieval Jews and Christians to defend their own religion and to attack the other religion. This debate began at the origins of Christianity and has continued in one way or another to the present. Thus, an examination of the debate can lead to a greater understanding of the Jewish-Christian encounter. Emphasis will be on the historical and theological implications of the Jewish-Christian debate and what can be learned from polemical literature regarding the relations between Jews and Christians and Judaism and Christianity.
Daniel Lasker

TH 554 Encountering the *Qur'an:* Contexts and Approaches (Fall: 3)
Prerequisite: Completion of Religious Quest
Limit 16 with a maximum of eight undergraduates, additional Master's students may also be admitted with professor's consent.

Using only English-language sources, this seminar will focus on developing the skills and background needed to understand and reliably interpret the *Qur'an* in translation. The course will also introduce the traditional contextual materials, such as Prophetic history (Sira, *hadith*), recitation, "tales of the prophets," textual development, and *tafsir*. But seminar sessions will focus on close reading and interpretation of selected early (Meccan) Suras.
James Morris

TH 562 Aquinas and Bonaventure: Two Approaches to the Mystery of God (Spring: 3)
Prerequisite: Theology Core

This course offers a substantial introduction to the theology of Thomas Aquinas. The course is designed to orient students to the major aspects of his mature thought as they appear in his magnum opus, the *Summa Theologiae*. Through careful engagement with select texts from the *Summa,* students will acquire facility not only with the content of Thomas' theology, but also with his literary style, scholastic methodology, and use of theological and philosophical sources.
Boyd Taylor Coolman

TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Preference for theology and international studies majors.
Cross Listed with IN 600

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
Erik Owens

TH 564 Studies in Luke-Acts (Fall: 3)
Prerequisite: Biblical Heritage II or similar Introduction to the New Testament

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this "most literary" of all New Testament narratives.
John Darr

TH 572 Intermediate Biblical Hebrew I (Fall: 3)
Prerequisites: Introduction to Biblical Hebrew I and II, or equivalent
Offered Periodically

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible.
David Vanderhooft

TH 573 Intermediate Biblical Hebrew II (Spring: 3)
Prerequisites: Introduction to Biblical Hebrew I and II
Offered Periodically

The course builds on the grammar and syntax learned in Intermediate Biblical Hebrew I. Students will develop more sophisticated knowledge of Hebrew grammar and syntax. Students will refine their ability to read Hebrew prose narratives in the first part of the course. In the second part, students will be introduced to Hebrew poetry.
David Vanderhooft

TH 574 Theology and Spirituality in the Work of von Balthasar (Spring: 3)
Open to graduate students and to undergraduate theology majors. Limited to 12 students.

Von Balthasar has written that "Only those theologies became vitally effective in history which bore their spirituality not as an addition, but within themselves, embodied in their innermost being." This seminar will read many of the "shorter" writings of von Balthasar, including: *Engagement with God, Love Alone, Heart of the World,* and *A Theology of History* in order to explore the interrelation of theology and spirituality in his work.
Robert Imbelli

TH 582-583 Introduction Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 091, SL 092
No previous knowledge of Hebrew is assumed.

These courses are a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.
Jeffrey Cooley

TH 592 Using Documentary Film as a Peacemaking Tool (Spring: 3)
Raymond Helmick
John Michalczyk

TH 598 Law, Medicine, and Ethics (Fall: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.
John J. Paris, S.J.

TH 794 Philosophy and the Church Fathers (Spring: 3)
Cross Listed with PL 794

The relationship of Greek Philosophy and the Church Fathers. The marriage of Greek paideia to Christianity. The God of the philosophers and the reception of the Bible. The development of Christian philosophy and its fundamental principles. John Chrysostom's true Christian philosophy. Faith and reason in Augustine. The conflict between Hellenic and Christian wisdom in Cyril of Alexandria.
Margaret Schatkin

University Courses

Undergraduate Program Description

University Capstone Courses

For up-to-date information on Capstone, including the best way to register, see the Capstone website at www.bc.edu/capstone

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, 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 many departments and all four schools: A&S, CSON, LSOE, CSOM.
- Each section limited to 15-20
- Class meetings held in leisurely, informal settings
- Innovative teaching methods
- Interdisciplinary reading
- Occasional 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. Capstone cannot be taken Pass/Fail, but only for a grade.**

Different Capstone Seminars will be offered semester although a few are repeated in both semesters. 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. If you find a particular Seminar closed, try to register under the cross listed number (e.g., if UN 523 is closed, try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, Theology, and certain other departments it can satisfy the major requirements if the student takes a seminar as cross listed in the department of his/her major.

Students are reminded again of 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. Capstone is never possible as a Pass/Fail course, only for a grade.

Undergraduate Course Offerings

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

UN 010 Perspectives on Management (Spring: 3)
Cross Listed with MM 010

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

Peter Bell
John Clavin

UN 104-105 Modernism and the Arts I/Perspectives II (Fall/Spring: 3)
Satisfies Arts Core Requirement
This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

The Department

UN 106-107 Modernism and the Arts II/Perspectives II (Fall/Spring: 3)
Satisfies Arts Core Requirement
A 2-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 109-110 Horizons of the New Social Sciences I/Perspectives III (Fall/Spring: 3)
This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Science Core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 111-112 Horizons of the New Social Sciences II/Perspectives III (Fall/Spring: 3)
A 2-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 119-120 New Scientific Visions I/Perspectives IV (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

The Department

UN 121-122 New Scientific Visions II/Perspectives IV (Fall/Spring: 3)
Corequisite: UN 122
Satisfies Mathematics Core Requirement
A 2-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See course description under UN 119.

The Department

UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)
Cross Listed with TH 342

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

Richard Nielsen

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)
This will be an interactive 3-credit seminar of 15 students, serving as one of students's university electives and one of the five courses in the first semester. Your instructor will serve as your academic advisor during the first year.

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.

The Department

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 254 Community Service Research Seminar (Fall: 3)
Students should contact the Office of AHANA Student Programs to obtain permission to register.

Students learn quantitative and qualitative research techniques and develop a proposal for a research project on issues affecting the Latino or the Asian-American community.
Ana Martinez Alemán.

UN 256 Environmental Law and Policy (Spring: 3)
This course is intended for undergraduates interested in environmental law, legal process, and environmental policy. For pre-law and non-pre-law students.

The course introduces students to the structure, doctrines, and logic of environmental law, and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, ethics, and policy issues.
Zygmunt Plater

UN 325 Cross Sections: Sophomore and Transfer Student Seminar (Spring: 1)
Suzanne Barret

UN 500 Capstone: One Life, Many Lives (Fall/Spring: 3)
Cross Listed with TH 410
Offered Periodically
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This course gives you the chance to review what you have made of your education, and preview your long-term life commitments to work, relationships, community, and spirituality. We read fiction, psychology, sociology, and wisdom figures to find the deeper continuity underlying our many experiences.
James Weiss

UN 502 Capstone: Ethics in the Professions (Spring: 3).
Cross Listed with PL 434
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.
Richard Spinello

UN 505 Capstone: Life and Career Planning (Fall/Spring: 3).
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues
Robert F. Capalbo

UN 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)
Cross Listed with TH 523
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Theology Department.
John McDargh

UN 526 Capstone: Spirituality, Science and Life (Fall: 3)
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar opens the door to the question: Who am I? Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience.
Carol Chaia Halpern

UN 528 Capstone: Holistic Living (Fall: 3)
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices.
Rachel E. Spector

UN 531 Capstone: Five Heroic Americans (Spring: 3)
Cross Listed with EN 628
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage.
Robert Farrell, S.J.

UN 532 Capstone: Boston College/Your Life (Spring: 3)
Cross Listed with HS 241
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university.
J. Joseph Burns

UN 535 Capstone: Business as a Calling (Spring: 3)
Cross Listed with EC 435
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Economics Department.
Harold Petersen

UN 537 Capstone: Decisions For Life (Fall: 3)
Offered Biennially
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. It is organized around a series of topics chosen to explore spiritual, relational, vocational, and communal aspects of our being. We will reflect back on the milestones that have brought us to where we are, ask whether our lives have deeper meaning

because of our experiences at Boston College, and look ahead to future decisions and ask if there are opportunities for living that represent a greater good.
John Boylan

UN 538 Capstone: Passages (Fall: 3)
Cross Listed with EN 630
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

In our passages through this enigmatic world we reflect on the truth of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story, and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, C.S. Lewis, Anne Bradstreet, and Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development, and joy in work.
Robert Farrell, S.J.

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)
Cross Listed with SC 305
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Sociology Department.
Eve Spangler

UN 544 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)
Cross Listed with EN 637
Satisfies Cultural Diversity Core Requirement
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the English Department.
Dorothy Miller

UN 548 Capstone: Leadership and Mindfulness (Fall: 3)
Cross Listed with MD 548
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

The best leader is aware of his or her impacts on others, on the organization, on society, and on nature itself; good leaders, that is, act mindfully. This course explores personal development as a mindful leader through reflecting on who you are, what type of world you want to live in, your relationships with others.
Sandra Waddock

UN 550 Capstone: Building A Life (Fall: 3)
Cross Listed with PL 550
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Philosophy Department.
David McMenamin

UN 551 Capstone: The Games of Life (Fall: 3)
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

Ten times as many American households own a computer today than 20 years ago. Computers and other electronic media have altered brain development in young people. We will examine this important trend, especially the potential of video games that affect our lives.
John Dacey

UN 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)
Prerequisites: Philosophy and Theology Core already fulfilled.
Cross Listed with PL 533
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.
Instructor permission required.

We go through life with mental maps of reality, in various degrees implicit or explicit. A Liberal Arts education presupposes such a map of the intelligible world. Is it accurate? What does your "map" of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an "open" rather than "closed" map?
Paul McNellis, S.J.

UN 554 Capstone: Certainty and Uncertainty in Science and Religion (Spring: 3)
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

The issues that inevitably arise in grappling with the creation/evolution controversy open up much broader questions about science, religion, belief, and knowledge because understanding this controversy requires grappling with such questions as: What is science? What is religion? How does scientific knowledge differ from religious beliefs and experiences? This course will provide you with an opportunity to reflect on how your views on these types of questions affect who you are, how you act in the world, what your life choices have been so far, and what you expect your life choices to be after graduation from BC.
Alan Kafka

UN 555 Capstone: Multicultural Narratives (Spring: 3)
Cross Listed with BK 229
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

Guided by international and multicultural literature, students in this course will reflect on and explore the personal narratives that have contributed to their development. While examining the complex emotional lives of characters in the texts, we will also uncover, our own intricate his (and her) stories. Stories of family, faith, race, gender, class and nation; and the rites of passage that have made us who we are and brought us to where we are emotionally, intellectually and spiritually are the narratives we will share.
Akua Sarr

UN 557 Capstone: Life, A Tightrope: Attaining Balance (Spring: 3)
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation..

Given that each of us is part nahr (fool) and part mensch (one worthy of respect), how do we achieve balance between the two? How do we answer Hillel's challenge: If I am not for myself, who will be? If I am only for myself, what am I? If not now, when? To carry on with BC's objective to Light the World, how do we develop/maintain our inner light as it pertains to family, relationships, vocation, community, faith, and avocation? We will confront these questions and consider the inputs that feed who we are and help to inform our lives.
Daniel Kirschner

UN 558 Capstone: Lives of Faith and Solidarity (Spring: 3)
Prerequisites: Permission of instructor and previous participation in a BC immersion trip to Latin America or a semester-long study abroad program in Latin America.
Cross Listed with PO 225
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Sociology Department.
Jennie Purnell

UN 559 Capstone: Study Abroad (Fall: 3)
Prerequisite: Permission of instructor
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

Study abroad is an all-encompassing experience that shapes academic pursuits, enables personal self discovery, leads to the responsibilities of global citizenship, and ultimately touches upon the deeply spiritual question of one's own role in the world. This capstone seminar provides a forum for reflection and addresses crucial issues that emerge from students' international experiences. The seminar will focus in particular on cultural self-awareness, the taxonomy of cultural difference, the experience of learning in different academic environments, the art of travel, the view of the U.S. from abroad, and a discussion of the notion of global citizenship during and after college.
Bernd Widdig

UN 560 Capstone: Seeing, Loving, Serving (Spring: 3)
Cross Listed with PL 560
Capstone classes cannot be taken Pass/Fail. You may take only one Capstone class before graduation.

The capacities to love and to know are linked with the ability to see, and these capacities lie at the heart of a Jesuit education. The critic John Berger states that we only see what we look at; looking is an act of choice. This course will examine the link between seeing oneself and others properly and becoming men and women for others. Drawing on texts in philosophy, theology, and literature, students will examine the forces that have shaped their vision and will reflect on how they can take the perspectives gained at Boston College into future relationships and careers.
Mary Troxell

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)
Prerequisites: Permission of instructor. Open only to senior students in Faith, Peace, and Justice Program.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present 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

Carolyn A. and Peter S. 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, the Lynch School 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. For example, "Teachers for a New Era," a landmark initiative undertaken by the Carnegie Corporation to strengthen K-12 teaching, supports state-of-the art schools of education that are focused on evidence-driven teacher education programs. The initiative is expected to directly influence public policy leaders concerned with the quality of the nation's teachers. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin 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 is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

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 and 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, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. All programs lead to a Bachelor of Arts degree.

Satisfactory Academic Progress

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses. Beginning with the class of 2014, students in the Lynch School of Education who are elementary or secondary education majors must successfully complete 124 credits which must include the core curriculum, the education major, and an appropriate second major. Students who are Human Development majors, must successfully complete 121 credits which must include the core curriculum, the Human Development major and at least an Arts and Sciences minor.

To continue enrollment in a full-time program of study, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (15 credits each semester in the first three years and 27 credits in senior year except for Human Development majors who must successfully complete 24 credits in the senior year). For example, a first semester sophomore student must have completed at least 24 credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work. Students may make up no more than nine credits in summer study.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

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/CT 261/EN 084.02, CL 217/EN 084.06, EN 080-084, RL 300, EN 084.04/RL 357, EN 084.08/RL 373, or RL 395), PY 030, 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 undeclared, 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 and 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 Associate Dean (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, an interdisciplinary minor or major, or a second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Associate Dean 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 Major form, an application for admission to a Teacher Education Program, and a current transcript to the Associate Dean (104/106). 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 Major form and submit a current transcript.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Practicum Experiences and Teacher Induction, Campion 103, only for eligible students enrolled in programs in the Lynch School. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the 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 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 standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence in the following standards: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity and meets professional responsibilities.

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 the Elementary program. Students in Secondary Education must complete all major courses and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for endorsement for teacher licensure. Students will not be allowed to enroll in an overload while student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Practicum Experiences and Teacher Induction. 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 May 1 for fall placements. Application deadlines for all practica are October 15 for spring placements and March 15 for fall placements. The Office of Practicum Experiences and Teacher Induction 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.

All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant under the auspices of Teachers for a New Era.

Human Development Field Practica

Human Development students should visit www.bc.edu/schools/lsoe/academics/undergrad/human_dev/experience.html for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the University Policies and Procedures section.

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 Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 103, Chestnut Hill, MA, 02467-3804.

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment.

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 Initial Licensure as a teacher of the Massachusetts Department of Education. Also, licensure in other states is facilitated through the Lynch School's accreditation by the Interstate Licensure Compact (ICC). 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 Practicum Experiences and Teacher Induction or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers three minors for Education majors—Special Education, Middle School Mathematics Teaching, Human Resources Management, and a certificate in Teaching English Language Learners (TELL/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 Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section for more information.

The minor in Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The Teaching English Language Learners (TELL/ESL) concentration is open to Elementary and Secondary Education majors. See the Minors in the Lynch School section for more information.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, 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 including English language 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 pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 8-12. 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.

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. The pre-practicum component begins at the sophomore level and culminates in a full-time senior level practicum.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via an alternate route. A special option is provided for students who plan to minor in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

Major in 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 Arts and Sciences,
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in Arts and Sciences, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six and Core courses may be included. The minor in Special Education is an excellent option as a second minor for Human Development majors interested in special needs settings. The minor in 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 and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Human Development majors is available on the Lynch School website, www.bc.edu/schools/lsoe/academics/undergrad/human_dev.html. There is a link at the bottom of this page for details about course requirements. There are also links from this page to a list of faculty who teach in the program, field practicum courses, supporting fields of study, and study abroad opportunities, as well as information about future career choices. It is strongly recommended that all students pursue a field practicum course which includes ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar. Links to existing sites are available on the web and can be discussed with the Coordinator of the Human Development Program or the Associate Dean for Undergraduate Students.

The Human Development major has six core courses and three foci or concentrations—human services, human resource management, 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 and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in Arts and Sciences, a major or an interdisciplinary minor in Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Arts and Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors.

Note: Secondary Education students cannot become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and 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.

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, and 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 Education students cannot become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and 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, as well as any Arts and Sciences discipline. A minor consist of six 3-credit courses. 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 Human Resource Management. 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 Arts and Sciences minor. Interested students must complete a Declaration of Major form and submit it to the Associate Dean (Campion 104/106). While the minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities).

The minor in Special Education is not available to students outside of the Lynch School.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Dean (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 Lynch School Office for Undergraduate Student Services.

Minor in Human Resources Management

The minor in 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 Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA.

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.

Teaching English Language Learners (TELL/ESL) Certification

The Lynch School offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners.

Minors for College of Arts and Sciences Majors

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors is below.

Inclusive Education Minor

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

Minor in Secondary Education

Students who follow a major in biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, or latin and classical studies in the College of Arts and Sciences, may apply to minor in Secondary Education. **Note:** This minor is open to eligible College of Arts and Sciences undergraduate students only. This program begins in the sophomore year, and interested students should apply 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. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Students must complete 32 three-credit courses in the College of Arts and Sciences; however, Arts & Sciences students pursuing this minor ordinarily graduate with a total of 40 three-credit courses

Before submitting an application, interested students should meet with the Associate Director for Student Services in Campion 106D.

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses. **Note:** This minor is not available to Lynch School students.

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Human Development for Carroll School Majors or General Education. More information on these minors is listed below.

Minor in Human Development

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. **Note:** this minor is open to Carroll School undergraduates only. Ordinarily, students will be expected to have a 3.0 GPA. This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organization Studies. Applications should be submitted no later than September of a student's junior year.

Minor in General Education

All Carroll School of Management majors (as well as all Connell School of Nursing and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Connell School of Nursing Majors

All Connell School of Nursing majors may minor in General Education. More information about this minor is below.

Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, 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.

FIFTH YEAR AND EARLY ADMIT PROGRAMS

For Boston College Juniors

The Fifth Year Program and Early Admit Program offer academically outstanding Boston College Juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 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. In consultation with an advisor, a graduate level course is added each semester to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (*see additional Early Admit requirements below)

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum & Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Educational Research, Measurement, and Evaluation
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special 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 the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

Early Admit Programs are available in Mental Health Counseling and School Counseling.

Given the amount of credits required for licensing in Mental Health and School Counseling, both Early Admit Program and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) complete two master's-level courses during senior year.

*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of practical, field-based or helping experience (e.g., residential advisor, camp counselor, hotline operator, youth worker, etc.), either volunteer or paid, are strong candidates for this program.

Application Process

- Students must apply by March 1 of their junior year.
- Applicants must meet all graduate admission requirements.
- Download the Application Checklist.
- The application fee is waived for applicants to the Fifth Year and Early Admit Programs.
- Notification of approval to begin the program is usually made in May by the Office of Graduate Admission.
- If students are in a study-abroad program during their junior year but are still interested in one of these programs, they should contact the Office of Graduate Admission gsoe@bc.edu or 617-552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the Master's program upon completion of their undergraduate degree.

Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 or higher in their two graduate courses). Early admit students

will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if it was not previously documented in their application for the Fifth Year and Early Admit programs. Upon final admission, the student is sent an official letter of acceptance into the full master's program by the Office of Graduate Admission (gsoe@bc.edu or 617-552-4214).

Faculty

Albert Beaton, *Professor Emeritus;* B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita;* A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus;* A.B., Harpur College; M.Ed., Ph.D., Cornell University

George T. Ladd, *Professor Emeritus;* B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, *Professor Emeritus;* B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor Emeritus;* A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, *Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Catholic University of America

John Savage, *Professor Emeritus;* A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., *Professor Emeritus;* B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

John Travers, *Professor Emeritus;* B.S., M.Ed., Ed.D., Boston College

Mary Griffin, *Associate Professor Emerita;* B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus;* A.B., Ph.D., Clark University

Jean Mooney, *Associate Professor Emerita;* A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Philip Altbach, *J. Donald Monan, S.J., University Professor;* A.B., A.M., Ph.D., University of Chicago

Irwin Blumer, *Research Professor;* B.S., M.A., Northeastern University; Ed.D., Boston College

David Blustein, *Professor;* B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, *The Boisi Professorship of Education and Public Policy;* B.A., McGill University; M.S., Ph.D., Stanford University

María Estela Brisk, *Professor and Chairperson;* B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

Marilyn Cochran-Smith, *John E. Cawthorne Professor;* B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

Curt Dudley-Marling, *Professor;* B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

Anderson J. Franklin, *Honorable David S. Nelson Professional Chair;* B.A., Virginia Union University; M.S., Howard University; Ph.D. University of Oregon

Lisa Goodman, *Professor;* B.A., Wesleyan; M.A., Ph.D., Boston University

Walter M. Haney, *Professor;* B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Andrew Hargreaves, *Thomas More Brennan Professor;* B.A., University of Sheffield; Ph.D., University of Leeds

Penny Hauser-Cram, *Professor;* B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Janet Helms, *Augustus Long Professor;* B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor and Associate Dean;* B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania

Jacqueline Lerner, *Professor;* B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

Joan Lucariello, *Professor;* B.A., Manhattanville College; Ph.D, City University of New York Graduate Center

Larry Ludlow, *Professor and Chairperson;* B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor and Chairperson;* B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor;* B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor;* B.A, University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ina Mullis, *Professor;* B.A., Ph.D., University of Colorado

Joseph M. O'Keefe, S.J., *Professor and Dean;* B.A., College of the Holy Cross; M.A. Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

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Mary E. Walsh, *Daniel E. Kearns Professor;* B.A., Catholic University; M.A., Ph.D., Clark University

Lillie Albert, *Associate Professor;* B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign

Karen Arnold, *Associate Professor;* B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

G. Michael Barnett, *Associate Professor;* B.S., University of Kentucky; M.S., Ph.D., Indiana University

Susan Bruce, *Associate Professor;* A.A., B.A., M.A, Ph.D., Michigan State University

Rebekah Levine Coley, *Associate Professor;* B.A., Brandeis University; Ph.D., University of Michigan

Eric Dearing, *Associate Professor;* B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

Audrey Friedman, *Associate Professor;* B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, *Associate Professor;* A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, *Associate Professor;* B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

Belle Liang, *Associate Professor;* B.S., Indiana University; Ph.D., Michigan State University

Ana M. Martínez Alemán, *Associate Professor and Chairperson;* B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
Patrick McQuillan, *Associate Professor;* A.B., A.M., Wesleyan University; Ph.D., Brown University
Laura M. O'Dwyer, *Associate Professor;* B.S, M.S., National University of Ireland, Galway; Ph.D., Boston College
Mariela Paez, *Associate Professor;* B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
Alec F. Peck, *Associate Professor;* 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 Russell, *Associate Professor;* B.A., Brown University; M.Ed., Ph.D., Boston College
David Scanlon, *Associate Professor;* B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
Lisa Patel Stevens, *Associate Professor;* B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
Marina Vasilyeva, *Associate Professor;* B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago
Ted I.K. Youn, *Associate Professor;* B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
Elida Velez Laski, *Assistant Professor;* B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
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C. Patrick Proctor, *Assistant Professor;* B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
Claudia Rinaldi, *Assistant Professor;* B.A., M.S.Ed., Ph.D., University of Miami
Heather Rowan-Kenyon, *Assistant Professor;* B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park
Pratyusha Tummala-Narra, *Assistant Professor;* B.A. University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University
Nettie Greenstein, *Visiting Clinical Assistant Professor;* B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology
Margaret Haney, *Visiting Clinical Assistant Professor;* B.A., Loyola Marymount University; M.A., Ph.D., Loyola University Chicago

Undergraduate Course Offerings

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

PY 030 Child Growth and Development (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

First part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence.
The Department

PY 031 Family, School, and Society (Spring: 3)
Prerequisite: PY 030
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

Second part of a two-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.
The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning ("readiness" to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.
The Department

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)
Corequisite: ED 104
Students must be registered for ED 151 and arrange their schedules to be on-site in a school Tuesday or Thursday.

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.
The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.
Jackie Lerner
Belle Liang

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, concepts of disability, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future educators to understand the process of designing and implementing an Individualized Educational Program (IEP).

Richard Jackson
Claudia Rinaldi

ED 060 Classroom Assessment (Fall/Spring: 3)

The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as a result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.

The Department

ED 100 Professional Development Seminar for Freshmen (Fall/Spring: 1)

Designed as a continuation of orientation. Mandatory for all freshmen.

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues.

John Cawthorne

ED 101 Teaching Language Arts (Fall/Spring: 3)

Corequisite: ED 108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

Curt Dudley-Marling
Deborah Samuels-Peretz
The Department

ED 104 Teaching Reading (Fall/Spring: 3)

Corequisite: ED 039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

Curt Dudley-Marling
Lisa Patel Stevens
The Department

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)

Corequisite: ED 109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners.

Patrick McQuillan
The Department

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

Corequisite: ED 101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used.

Lillie R. Albert

ED 109 Teaching About the Natural World (Fall/Spring: 3)

Corequisite: ED 105

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both inside and outside the classroom) and students will become actively involved in selecting preferred strategies, working directly with students to demonstrate model application, and initiating self/group evaluations of implementation efforts.

G. Michael Barnett

ED 131-133 Undergraduate Inquiry Seminar: I, II, and III (Fall/Spring: 1)

Corequisites: ED 151, ED 152, ED 153

Graded as Pass/Fail.

The purpose of these seminars is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

Fran Loftus
Melita Malley

ED 134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)

Corequisite: ED 154

Department Permission required.
Graded as Pass/Fail.

The purpose of this seminar (which is restricted to students completing a pre-practicum abroad) is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a

research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.
Fran Loftus
Melita Malley

ED 151-153 Pre-Practicum I, II, and III (Fall/Spring: 1)
Corequisites: ED 131, ED 132, ED 133
For Lynch School undergraduate students only.
Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

ED 154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)
Corequisite: ED 134
Department permission required.
For Lynch School undergraduate students only.
Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School juniors who study abroad for one semester majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

ED/PY 198 Readings and Research (Fall/Spring: 3)

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf.
John Cawthorne

ED/PY 199 Independent Study/Internship Experience (Fall/Spring: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf.
John Cawthorne

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)
Corequisite: ED 151
Department permission required.

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first prepracticum experience, this course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.
Audrey Friedman

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.
Laura O'Dwyer
Michael Russell

PY 230 Abnormal Psychology (Fall/Spring: 3)
Prerequisite: PY 030

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.
The Department

ED 231 Senior Inquiry Seminar (Fall/Spring: 3)
Corequisite: ED 250
Required for all teacher education majors.

This capstone seminar provides students with an opportunity to reflect systematically on classroom experiences and to research a question that addresses pupil learning in their classrooms. Students identify a problem and design and conduct an inquiry project to explore the issue. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community.
The Department

PY 241 Interpersonal Relations (Fall/Spring: 3)
Prerequisite: PY 030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.
The Department

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)
Prerequisite: PY 030

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.
Robert Romano

PY 243 Counseling Theories (Fall/Spring: 3)
Prerequisite: PY 030

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.
Bernard O'Brien

PY 244 Adult Psychology (Fall/Spring: 3)
Prerequisites: PY 030 and PY 031 or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.
The Department

PY 245 Advanced Practicum: Human Development (Fall/Spring: 3)
Cross Listed with PY 470
Open only to students who are juniors or seniors or have taken PY 152.

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to 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

ED 250 Practicum for Lynch School Students (Fall/Spring: 12)
Prerequisite: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses
Corequisite: ED 231
For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international schools, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.
Fran Loftus
Melita Malley

ED 255 Seminar: International/Out-of-State Program (Fall/Spring: 3)
Department permission required.

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.
Fran Loftus
Melita Malley

ED 259 PreK-K Practicum (Fall/Spring: 3)
Corequisite: ED 133

This PreK-K Practicum Experience is required of all early childhood majors. This 2-3 day experience is usually completed in a nursery school setting and is a prerequisite to the full time student experience.
Fran Loftus
Melita Malley

ED 269 Extended Practicum (Spring: 3)
For students who have advance approval to continue practica. Apply to the Office of Practicum Experiences and Teacher Induction.

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with the Practicum Director.
Fran Loftus
Melita Malley

ED 286 Honors Thesis I (Fall/Spring: 3)
Open only to students who are candidates for Latin honors

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.
John Cawthorne

ED 291 Geometry for Teachers (Spring: 3)
Cross Listed with MT 291

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.
The Department

ED 360 Inclusive Education Field Observation (Fall/Spring: 0)
Open to undergraduate majors in the School of Arts & Sciences, the Inclusive Education Minor is offered in the LSOE.

The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special education. The minor consists of six-courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.
David Scanlon

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett
The Department

ED 301 Secondary and Middle School History Methods (Fall: 3)

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory, pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.

Audrey Friedman

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 307 Teachers and Educational Reform (Spring: 3)

This seminar course will provide an introduction to the literature on assessment, including considerations related to the design, interpretation and validation of educational tests. The focus will be on the high-stakes uses of these tests, for such purposes as promotion, tracking, high school graduation and college admissions.

Henry Braun

ED 308 Bilingualism in Schools and Communities (Fall: 3)

Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that you have completed the Categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs.

Mariela Paez

ED 316 Teaching Process and Content in Early Education (Spring: 3)

The Department

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course—one for elementary and early childhood education majors and one for secondary education majors.

Anne Homza
Patrick Proctor

ED 347 Honors Thesis II (Fall: 3)

Open only to students who are candidates for Latin honors

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

John Cawthorne

PY 348 Culture, Community, and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards

and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.
A.J. Franklin

ED 349 Sociology of Education (Fall: 3)
Cross Listed with SC 568

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.
Ted Youn

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences, appeal, and the impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.
The Department

ED 367 Restructuring the Classroom with Technology (Fall: 3)
Prerequisite: ED 128, ED 628 or equivalent knowledge of instructional software
Offered Periodically

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools.
The Department

ED 373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers 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. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.
The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading, and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.
Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)
Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional, and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included.
Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.
Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)
Pre-practicum required (25 hours).

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.
Susan Bruce

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)
John Cawthorne

ED 398 Working with Families and Human Service Agencies (Fall: 3)
Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family.
Alec Peck

Wallace E. Carroll School of Management

UNDERGRADUATE PROGRAM DESCRIPTION

Mission Statement

Founded as the College of Business Administration at Boston College in 1938, and later named the Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global 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

Managers bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section). The study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

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, along with MI 021 Computers in Management, are indispensable in the first year. Note that there is no necessary sequence for the above mentioned courses. They may be taken in any order, either semester, during the first year.

Beginning in Fall 2009, all Carroll School freshmen will enroll in MH 100 Portico, a 3-credit course, offered in the fall semester, that combines an introduction to business with ethics and attention to globalization.

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, for the most part, is restricted to freshmen. PULSE may be taken at any time except senior year.

Other possibilities for freshman year include the Modern History sequence, the 2-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Management Core Courses

- 1 MH 100 Portico (freshman, fall)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MI 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore or spring, freshman year)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 MT 235 Math for Management (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 Operations Management (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.

Satisfactory Academic Progress

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses. Beginning with the class of 2014, a Carroll School of Management student must complete at least 114 credits to earn the bachelor's degree.

Members of the classes of 2011, 2012, and 2013 must complete 38 three-credit courses. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

To continue enrollment in a full-time program of study, a student must maintain a cumulative average of at least 1.5 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (15 credits each semester in the first three years and 12 credits each semester in senior year). For example, a first semester sophomore student must have completed at least 24 credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than nine credits in summer study.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad. A subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. 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.

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 Stephanie Greene, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 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. Interested students should contact the Honors Program Director for information about application. 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 114 credits 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.

Carroll School students interested in law should contact Dom DeLeo, Director of Alumni, Career Services, in the Career Center, and the University's Pre-Law advisor.

The Ethics Initiative

In addition to MH 100 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Special Interest

A course of special interest to CSOM sophomores is listed below.

MM 010 Perspectives on Management (Spring: 3)
Cross Listed with UN 010

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course introduces each of the management disciplines as well as provides views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that affect business strategy and execution.

Graduate Management Practice/International

Undergraduate Course Offerings

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

MM 010 Perspectives on Management (Fall/Spring: 3)
Cross Listed with UN 010

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective The course introduces each of the management disciplines as well as provides views on careers in each of these areas.

Peter Bell
John Clavin

Accounting

Faculty

Jeffrey R. Cohen, *Professor;* B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.
Amy Hutton, *Professor;* B.A., M.B.A., Ph.D., University of Rochester
G. Peter Wilson, *Joseph L. Sweeney Professor;* B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Melon University
Mark Bradshaw, *Associate Professor;* B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.
Mary Ellen Carter, *Associate Professor;* B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.
Louis S. Corsini, *Associate Professor;* B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; 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
Susan Z. Shu, *Associate Professor;* B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester
Billy Soo, *Associate Professor;* Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University
Helen Brown, *Assistant Professor;* B.B.A., Baruch College; Ph.D., University of Wisconsin
Lian Fen Lee, *Assistant Professor;* B.A., Nanyang Technological University; Ph.D. University of Michigan
Valentina Zamora, *Assistant Professor;* B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington
Elizabeth Bagnani, *Adjunct Associate Professor;* B.B.A., College of William & Mary, Ph.D., University of Massachusetts at Amherst
Vincent O'Reilly, *Distinguished Senior Lecturer;* B.S., Boston College; M.B.A., University of Pennsylvania
Elizabeth Quinn, *Lecturer;* B.S., Boston College; M.S.T., Notheastern, C.P.A.
Edward Taylor, Jr., *Lecturer;* B.S., Boston College; M.S.T. Bentley College, C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a professional career in accounting or a related field. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a professional career, whether that be in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department—Accounting, Corporate Reporting and Analysis, and Information Systems and Accounting. Students will not be allowed to concentrate in more than one of these three.

Concentration in Accounting

Required 12 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 405 Federal Taxation

And at least three credits from the following list:

- MA 309 Audit and Other Assurance Services*
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting
- MA 618 Accounting Information Systems**

Other Accounting Department Electives

- MA 398 Directed Readings in Accounting
- MA 399 Research Seminar In Accounting
- MA 601 Financial Accounting Standards and Theory III
- MA 610 Preparing and Analyzing IFRS Financial Statements
- MA 615 Advanced Federal Taxation
- MA 634 Ethics & Professionalism in Accounting

*Auditing is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

**If you plan to enroll in the M.S. in Accounting program at Boston College, be advised that AIS or an equivalent systems course is a requirement to graduate. The systems course can be taken as an undergraduate or graduate student. AIS is a requirement for the CPA exam in many states including MA and NY.

Concentration in Corporate Reporting and Analysis

Students who are more interested in Finance-related fields but who would also like the Accounting knowledge and skills to understand how corporate financial reports are prepared and analyzed should consider the Corporate Reporting and Analysis (CRA) concentration. The CRA concentration requires 12 credits in Financial Accounting and three credits in an economics elective.

Required nine credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis

And at least three credits in:

- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting

And at least three credits from the following list:

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economics and Business Forecasting

Concentration in Information Systems and Accounting

Information Systems (IS) continues to have a profound effect on business entities. Employers continually emphasize the value of professionals who understand both business and IS. Information Systems 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.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails 18 credits (15 credits in required courses and three credits in an Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms, IS departments of companies, or as IS auditors). Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Required 15 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 618 Accounting Information Systems
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

And at least three credits from the following list:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit & Other Assurance Services
- MA 351 Financial Statement Analysis

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 topical coverage, the Department will recognize specific required courses for transfer (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators going abroad should meet with Professor Ron Pawliczek or the department chair to plan their study abroad programs and to obtain course approvals.

C.P.A. Recommendations

The Department strongly recommends that students who intend to work for public accounting firms and/or practice as Certified Public Accountants to check the board of accountancy in the state in which they plan to practice concerning its specific educational requirements (www.aicpa.org/states/stmap.htm). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA certification. In addition, a minimum number of accounting courses with specific topical coverage may be imposed.

Because Boston College CSOM students typically graduate with a minimum of 114 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credits. Boston College offers a Masters of Science in Accounting (M.S. in Accounting) program that can be completed over two terms following graduation (summer-fall, fall-spring). For more details, refer to the Boston College M.S. in Accounting website: www.bc.edu/msa. Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Make sure to contact an accounting faculty advisor to ensure that you meet all the educational requirements for C.P.A. certification.

Undergraduate Course Offerings

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

MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and 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 031-032 Financial and Managerial Accounting—Honors (Fall/Spring: 3)
Billy Soo
Ed Taylor
Tina Zamora

MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)
Prerequisite: MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.
Betty Bagnani
Mary Ellen Carter
Susan Shu

MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)
Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.
Gil Manzon
Billy Soo

MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)
Prerequisite: MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.
Jeffrey Cohen
Liz Quinn

MA 309 Audit and Other Assurance Services (Fall/Spring: 3)
Prerequisite: MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.
Jeff Cohen

MA 351 Financial Statement Analysis (Fall/Spring: 3)
Prerequisite: MA 021 and MF 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.
Mark Bradshaw
Amy Hutton

MA 399 Directed Readings (Fall/Spring/Summer: 3)
Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.
Billy Soo

MA 405 Federal Taxation (Fall/Spring: 3)
Prerequisite: MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.
Edward Taylor

Undergraduate and Graduate Course Offerings

MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)
Prerequisite: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.
John Glynn

MA 602 Theory and Contemporary Issues in Accounting (Fall: 3)
Prerequisite: MA 302 (undergraduate), MA 701 or MA 713 (graduate)

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.
Vin O'Reilly
Ken Schwartz

MA 618 Accounting Information Systems (Fall/Spring: 3)
Prerequisites: MA 021, MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the internet has had on business and its financial implications with regard to accounting information systems.
Frank Nemia

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;* Chairperson of the Department; B.A., J.D., Boston College
David P. Twomey, *Professor;* B.S., J.D., Boston College; M.B.A., University of Massachusetts
Stephanie M. Greene, *Associate Professor;* Director of the Carroll School Honors Program; B.A., Princeton University; M.A., J.D., Boston College

Contacts

- Department Secretary: Kathy Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu
- Department Secretary: Rita Mullen, 617-552-0410, rita.mullen.1@bc.edu
- www.bc.edu/businesslaw

Undergraduate Program Description

The Department of Business Law in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. A variety of elective courses are offered for students who have a special interest in various fields of business law or are planning to enroll in a law school in the future. A core course and other electives that relate to concentrations are offered at the graduate level.

Undergraduate Course Offerings

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

MJ 021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)
This course is part of the required core for the CSOM students and an elective for other students.

This course introduces the student to the legal system and the social, legal, and regulatory environment of business; as well as to ethical decision making relating to law and business. Antitrust law, securities regulation, environmental law, employment, and labor law, international business, and intellectual property rights are examined. This course includes an examination of the substantive law of contracts from formation requirements to remedies for breach of contract.
The Department

MJ 022 Law II—Business Law (Fall/Spring: 3)
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 MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.
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.
David P. Twomey

MJ 102 Law and Ethics (Fall: 3)
The course complements MJ 021 and MH 011, both of which are CSOM core courses.

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap and the application of moral principles in the absence of legal requirements. While it is true that laws provide some guidance as to what the right thing to do is, individuals are not strictly constrained by legal principles. The emphasis throughout this course will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders.
Richard Powers

MJ 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.
Angela Lowell

MJ 148 International Law (Spring: 3)

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.
Stephanie Greene

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.
David P. Twomey

MJ 154 Insurance (Fall: 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).

Richard J. Monahan
Frank J. Parker, S. J.

MJ 159 Law, Ethics, and the Arts (Spring: 3)

We examine from a legal, philosophical, and ethical viewpoint, the conditions of social peace and stability that liberate the artist (performing or visual) to make art, how this protects the artist against repression or censorship on political/religious/moral grounds, and how law protects creations against theft, adulteration, and forgery. We visit intellectual and cultural property law cases and entertainment industry contracts to study the business of the arts. Without a legal system, and the body of nascent law we call ethics, there could be nothing comparable to the sophistication, diversity, and prosperity that art and artists presently enjoy.

Megan Carroll

MJ 181 Topics: Urban Real Estate (Fall: 3)

The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

The course will explore both the art and science of neighborhood transformation: what social and cultural, political, real estate development, market, design, financing, property management and supportive service factors are most critical to successfully transforming neighborhoods? It will focus on analyzing both local and national formerly distressed public housing projects that have been successfully transformed into successful mixed-income and mixed-use communities.

Joseph Corcoran

MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently 70% non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.

Frank J. Parker, S.J.

Undergraduate and Graduate Course Offerings

MJ 603 Cyberlaw for Business (Fall/Spring: 3)

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

Margo E. K. Reder

MJ 631 African Business (Spring: 3)

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.

MJ 674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

Frank J. Parker, S.J.
Warren Zola

Economics

Undergraduate Program Description

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, EC 201-202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- Principles of Economics (EC 131-132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Economic Statistics (EC 151 or 155)
- And two electives, at least one of which must be an upper level course

For the Class of 2014 and all following classes—there is an additional requirement, that at least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Faculty

Pierluigi Balduzzi, *Professor;* B.A., Universita L. Bocconi; Ph.D., University of California
Francis B. Campanella, *Professor*; B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University
Thomas Chemmanur, *Professor;* B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University
Clifford G. Holderness, *Professor;* A.B., J.D., Stanford University; M.Sc., London School of Economics
Edward J. Kane, *Professor and James F. Cleary Chair in Finance;* B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology
Alan Marcus, *Professor;* B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology
Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies;* B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University
Helen Frame Peters, *Professor;* B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School
Jeffrey Pontiff, *Professor;* B.A., University of Chicago; M.S., Ph.D., University of Rochester
Philip Strahan, *Professor and John L. Collins Chair in Finance;* B.A., Amherst College; Ph.D. University of Chicago
Robert A. Taggart, Jr., *Professor;* B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology
Hassan Tehranian, *Professor and Griffith Family Millennium Chair in Finance;* Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama
David Chapman, *Associate Professor;* B.S., Swarthmore College; M.S., Ph.D., University of Rochester
Edith Hotchkiss, *Associate Professor;* B.A., Dartmouth College; Ph.D., New York University
Darren Kisgen, *Associate Professor;* B.A., Washington University, St. Louis; Ph.D., University of Washington
Jun Qian, *Associate Professor;* B.S., University of Iowa; Ph.D., University of Pennsylvania
Ronnie Sadka, *Associate Professor;* B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University
Jonathan Reuter, *Assistant Professor;* B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology
Jerome Taillard, *Assistant Professor;* B.Sc., M.Sc., University of Neuchatel; Ph.D., The Ohio State University
Zhipeng Zhang, *Assistant Professor;* B.S.,California Institute of Technology; Ph.D., Stanford University
Michael Barry, *Adjunct Associate Professor;* B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College
Elliott Smith, *C.P.A., Senior Lecturer;* B.B.A., University of Massachusetts at Amherst; M.S., Boston College
Michael Rush, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Peter Fehn, 617-552-4647, fehn@bc.edu
- www.bc.edu/finance

Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance—corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

Financial Institutions: These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

Manufacturing Firms: These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

Service Firms: These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

Entrepreneurial Enterprises: These include real estate, small manufacturing, and service firms launched by individuals or small groups.

*Not-for-Profit or Government Firms and Agencies:*These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

Concentration in Finance

The undergraduate finance concentration requires successful completion of Basic Finance plus a minimum of four (4) additional finance courses. Of these additional courses, three are required and are common to all concentrators. The other course or courses are elective, based upon personal interest or career goals. The student's minimum finance curriculum follows:

- MA 021 Financial Accounting (*Prerequisite* for Basic Finance)
- MF 021 Basic Finance (*Prerequisite:* MA 021)
- MF 151 Investments* (*Prerequisite:* MF 021)
- MF 127 Corporate Finance* (*Prerequisite:* MF 021)
- MF 225 Financial Policy* (*Prerequisite:* MF 127, MF 151)

at least one elective from courses listed below:

- MF 207 Real Estate Finance (*Prerequisite:* MA 021)
- MF 235 Investment Banking (*Prerequisite:* MF 127)
- MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
- MF 299 Individual Directed Study (*Prerequisite:* MF 127, senior status and permission of faculty member and Department Chairperson)

* Required courses

Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken MA 021 Financial Accounting, as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. 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.

The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required Capstone finance course (MF 225) in CSOM.

Students must contact the department chair or Prof. Elliott Smith for course approval before going abroad. When students wish to have a course considered they should have a copy of the syllabus for approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

Undergraduate Course Offerings

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

MF 021 Basic Finance (Fall/Spring: 3)
Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.
The Department

MF 031 Basic Finance—Honors (Spring: 3)
Prerequisite: MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.
The Department

MF 127 Corporate Finance (Fall/Spring: 3)
Prerequisite: MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance. The teaching method will be a combination of lectures, problems, and cases.
The Department

MF 151 Investments (Fall/Spring: 3)
Prerequisite: MF 021

This 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 202 Derivatives and Risk Management (Fall/Spring: 3)
The Department

MF 207 Real Estate Finance (Fall: 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, MF 151

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate

the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.
The Department

MF 250 Fixed Income Analysis (Fall: 3)
Prerequisite: MF 151
Offered Periodically

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk; the theory of portfolio choice; and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.
The Department

MF 299 Individual Directed Study (Fall/Spring: 3)
Prerequisites: MF 021, senior status, and permission of faculty member and department chairperson

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.
The Department

Undergraduate and Graduate Course Offerings

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)
Prerequisites: MF 807 or MF 127 (graduate), MF 127 (undergraduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.
The Department

MF 604 Money and Capital Markets (Fall/Spring: 3)
Prerequisite: MF 127/MF 704 or higher

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning of the market components such as interest rates, bonds, equities, etc., we will move through how the various markets for these components interact, how the government sets policy and regulation, and how financial institutions function as the main participants.
Michael Rush

MF 612 The Mutual Fund Industry (Fall: 3)
Prerequisite: MF 127/MF 704 or higher

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will most likely consider investing in mutual funds. This course will both focus on both a detailed study of the mutual fund industry and case studies.

MF 613 Financial Crisis of 2008-2009 (Fall/Spring: 3)
Prerequisites: MF 127/MF 807

This course examines the current economic situation and potential policy lessons. The course is in three modules. The first is a brief history of financial panics. The course then focuses on the origins of the current situation with specific attention to changes in the housing markets including the development of securitization and accompanying financial innovations. It concludes with an analysis of some of the recent policy responses and their impact on the macro economy. There will be a number of guest lectures by experts either currently or recently involved in developing policy approaches for the financial crises.
Richard Syron

MF 617 Hedge Funds (Spring: 3)

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.
The Department

General Management

Undergraduate Program Description

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Course:
- MA 301 Financial Accounting Standards and Theory I

Electives (choose one from the following):
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Information Systems

Required Course:
- MI 157 Introduction to Programming for Management

Electives:
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Finance

Required Courses:

- MF 127 Corporate Finance
- MF 151 Investments

Electives:

- None

Marketing

Required Course:

- MK 253 Marketing Research or MK 256 Applied Marketing Management

Electives:

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Organization Studies

Required Course:

- MB 110 Human Resources Management

Electives:

- MB 111 Ethical Leadership and Changing Methods
- MB 119 Interpersonal Communication in Organization
- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Organizational Research

Operations and Technology Management

Required Course:

- MD 375 Operations and Competition

Electives:

- One from the approved list maintained by the Operations Department

Management Honors Program

Undergraduate Program Description

Most students are invited to join the Honors Program through the Boston College Undergraduate Admission Office as entering freshmen. In January of freshman year, students with the highest grade point average from the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the 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.

Students in the Honors Program 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 114 credits required for the degree.

Undergraduate Course Offerings

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

MH 011 Introduction to Ethics (Fall/Spring: 1)

This is a one-credit course that is taken as a sixth course. The class meets once per week for ten weeks. Enrollment is limited to 20 students per section.

This is an introduction to ethics for Carroll School of Management's students. They 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, as well as upon current business cases.

The Department

MH 100 Portico (Fall: 3)

This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC. Portico fulfills the Carroll School ethics requirement.

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive 3-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student's first year.

The Department

MH 126 Business and Professional Speaking (Fall/Spring: 3)

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

The Department

MH 150 CSOM Practicum (Fall/Spring: 1)

The Department

MH 199 Senior Honors Thesis (Fall/Spring: 3)

Prerequisite: The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

The Department

MH 398 Thesis Research Seminar (Fall: 3)
The Department

MH 500 International Management Experience (Spring: 3)
The Department

MH 600 Thinking Strategically: Advanced Topics (Spring: 3)
The Department

Undergraduate and Graduate Course Offerings

MH 588 Business Writing and Communications (Fall/Spring: 3)
For A&S students, the course is also available as EN 588.

This course is designed to expose students to the type of communication done on the job, especially in corporate settings. It is a practical course where business assignments are used to illustrate appropriate writing and communication strategies, protocols, styles, and formats. Students will work alone and in collaboration with other students using a variety of mediums including traditional paper reports, emails, wiki, live chats, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, resumes, and presentation materials.
Rita Owens

Information Systems

Faculty

Mary Cronin, *Professor;* B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University
Robert G. Fichman, *Professor;* B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology
James Gips, *Professor; John R. and Pamela Egan Chair;* Chairperson of the Department, S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University
John Gallaugher, *Associate Professor;* B.A., M.B.A., Boston College; Ph.D., Syracuse University
C. Peter Olivieri, *Associate Professor;* B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University
Gerald Kane, *Assistant Professor;* M.Div., Emory University; M.B.A. Georgia State University; Ph.D., Emory University
Sam Ransbotham, *Assistant Professor;* B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Contacts

- Department Secretary: Katherine Martinez, 617-552-2331, katherine.martinez@bc.edu
- www.bc.edu/schools/csom/departments/informationsystems.html

Undergraduate Program Description

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

Concentration in Information Systems

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among U.S. corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in large part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as to understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to strategize, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

Objectives of the Undergraduate Concentration in Information Systems

The objectives of the undergraduate concentration are to develop managers who can:

- understand contemporary technologies and demonstrate an awareness of issues related to their effective use and implementation.
- assess the current role of IS in an organization, identify areas for the effective use of IS, and propose new IS to meet organizational objectives and/or foster competitive advantage.
- use information technologies, systems practices and project management to plan, evaluate, develop, implement, and manage information systems.
- consider the implications associated with developing, purchasing, or outsourcing information systems components.
- appreciate the ethical and broader societal issues arising from the use of information technology.

Careers in Information Systems

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information

systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

Courses Required for the Information Systems Concentration

- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- One additional MI course of level 100 or above.

Concentration in Information Systems and Accounting

Accountants increasingly spend considerable time working with technology. Modern accounting is enabled by information systems, and complex audits in forensic accounting can often involve tracking and interpreting information flows across various systems and technologies. As such, a program of study integrating information systems and accounting helps students develop a high-demand skill set.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain background in Accounting. The curriculum entails six (6) courses (five (5) required and one (1) Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms), IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Courses Required for the Information Systems and Accounting Concentration

- MA 301 Financial Accounting Standards and Theory I
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- MA/MI 320 Accounting Information Systems

Elective—Choose one of the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with James Gips, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Undergraduate Course Offerings

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

MI 021 Computers in Management (Fall/Spring: 3)
Cross Listed with CS 021
This course is required for all CSOM students and should be taken in their first year at BC. A&S students should sign up for the course under CS 021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).
Craig Brown
Sam Ransbotham

MI 031 Computers in Management—Honors (Fall: 3)
Cross Listed with CS 031
James Gips

MI 157 Introduction to Programming in Management (Fall/Spring: 3)
Prerequisite: MI/CS 021
Cross Listed with CS 157
This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized and analytical way, (2) the process of designing software applications, and (3) creating a custom application program. Students who have taken CS 101 may not take this course. A&S students should register for the course under CS 157.
Craig Brown

MI 161 Customer Relationship Management (Spring: 3)
Prerequisite: MK 021
Cross Listed with MK 161

See course description in Marketing.
Kay Lemon

MI 205 TechTrek West (Spring: 3)
Prerequisite: Permission of Instructor
For Information Systems majors only.
John Gallaugher

MI 235 New Media Industries (Spring: 3)
Cross Listed with MK 235
For Information Systems majors only.
P.J. McNealy

MI 253 E-Commerce (Fall/Spring: 3)
Prerequisite: MI/CS 021
Cross Listed with MK 252

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing

commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.
Mary Cronin

MI 255 Managing Projects (Spring: 3)
Prerequisite: MD 021
Cross Listed with MD 255
For Information Systems majors only.
See course description in Operations and Strategic Management.
The Department

MI 257 Database Systems and Applications (Fall/Spring: 3)
Prerequisite: CS 157/MI 157 or CS 101
Cross Listed with CS 257
This course is required for Information Systems concentrators.
This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.
Kate Lowrie
Jack Spang

MI 258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisites: MI/CS 021, MI//CS 157 and MI/CS 257. MI/CS 257 may be taken concurrently. CS 101 may be substituted for MI/CS 157.
Cross Listed with CS 258
This course is required for Information Systems concentrators.
The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.
William Griffith

MI 266 Technology and Society (Fall/Spring: 3)
Cross Listed with CS 266, SC 046
Satisfies Social Sciences Core Requirement
See course description in the Computer Science Department.
Ted Gaiser
The Department

MI 267 Technology and Culture (Fall: 3)
Cross Listed with CS 267, PL 670, SC 670
Satisfies Computer Science Requirement or CSOM Computer Science Concentration Requirement or CSOM Information Systems Concentration Requirement
This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications and information Technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

MI 290 Multimedia (Spring: 3)
Prerequisite: Some programming experience
Cross Listed with CS 290
The Department

MI 299 Independent Study (Fall: 3)
Prerequisite: Permission of department chairperson
By arrangement
The Department

MI 330 Special Topics: Business Creation (Fall: 3)
Cross Listed with MD 330
See course description in Operations and Strategic Management.
Drew Hession-Kunz

MI 397 Directed Readings (Fall/Spring: 3)
Department

MI 398-399 Directed Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the department chairperson
Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

MI 621 Special Topics: Social Media and Web 2.0 for Managers (Fall/Spring: 3)
The Department

Undergraduate and Graduate Course Offerings

MI 618 Accounting Information Systems (Fall: 3)
The Department

Marketing

Faculty

Katherine N. Lemon, *Professor;* B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley
Arch Woodside, *Professor;* B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University
Victoria L. Crittenden, *Associate Professor;* B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University
Kathleen Seiders, *Associate Professor;* B.A., Hunter College; M.B.A. Babson College; Ph.D, Texas A&M
Gerald E. Smith, *Associate Professor:* Chairperson of the Department; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University
S. Adam Brasel, *Assistant Professor;* B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University
Henrik Hagtvedt, *Assistant Professor;* B.S., University of Oslo; M.B.A., Ph.D., University of Georgia
Elizabeth G. Miller, *Assistant Professor;*B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania
Gergana Y. Nenkov, *Assistant Professor;* B.A. American University in Bulgaria; Ph.D., University of Pittsburgh
Ashutosh Patil, *Assistant Professor;* B.S. University of Pune, India; M.B.A. University of California, Berkley; Ph.D., Georgia Institute of Technology

Linda C. Salisbury, *Assistant Professor;* B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan
Maria Sannella, *Lecturer;* B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Contacts

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- Department Fax Number: 617-552-6677
- www.bc.edu/marketing

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.

Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management (cross listed with MD 161)
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 235 New Media Industry (cross listed with MI 235)
- MK 252 E-Commerce (cross listed with MD 253, MI 253)
- MK 610 Sports Marketing
- MK 620 Marketing Information Analytics
- MK 630 Tourism and Hospitality Management

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students should meet with Professor Sannella prior to going abroad

Undergraduate Course Offerings

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

MK 021 Marketing Principles (Fall/Spring: 3)
Prerequisite: This course is a prerequisite for all other marketing courses.

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.
The Department

MK 031 Marketing Principles—-Honors (Fall: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, nonprofit marketing, and marketing ethics.
Linda Salisbury

MK 148 Services Marketing (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 include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.
Maria Sannella

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, new product adoption, and risk reduction.
Elizabeth Miller

MK 153 Retail/Wholesale Distribution (Fall/Spring: 3)
Prerequisite: MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.
Maria Sannella

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.
Adam Brasel
Marcia Schiavoni-Gray

MK 157 Professional Selling and Sales Management (Fall: 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.
John Westman

MK 158 Product Planning and Strategy (Fall: 3)
Prerequisite: MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.
Sandra Bravo

MK 161 Customer Relationship Management (Spring: 3)
Prerequisite: MK 021
Cross Listed with MI 161

Students will learn the fundamental CRM principles, discuss them in case discussions, and apply them in a project with an organization of their choice. Topics will include the definition of CRM (getting, keeping and growing profitable customers), how to build relationships, the IDIC model (indentify, differentiate, interact, and customize), permission marketing, closed loop systems, mass customization, lifetime value, quantification of opportunity, program measurement, and review of a CRM system.
Kay Lemon

MK 168 International Marketing (Fall: 3)
Prerequisite: MK 021

As more and more United States companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. The international marketer needs to understand how the people in different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.
Gergana Nenkov

MK 170 Entrepreneurship (Fall/Spring: 3)
Prerequisite: 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 70% fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture.
The Department

MK 172 Marketing Ethics and Creative Thinking (Spring: 3)
Prerequisite: MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.
Maria Sannella

MK 235 Special Topics: New Media Industries (Spring: 3)
Prerequisite: MK 021
Cross Listed with MI 235

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.
P.J. McNeilly

MK 252 Electronic Commerce (Fall: 3)
Prerequisite: MK 021
Cross Listed with MI 253

Electronic commerce is more than 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.
Mary Cronin

MK 253 Marketing Research (Fall/Spring: 3)
Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.
Paul Berger
Adam Brasel
Ashutosh Patil

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.
Patricia Clarke
Kathleen Seiders

MK 299 Individual Study (Fall/Spring: 3)
Prerequisite: Department permission
This is an individualized course that is developed by a student and a faculty member and is approved by the department chairperson. This course cannot be counted toward the Marketing concentration.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.
The Department

MK 610 Special Topics: Sports Marketing (Fall: 3)
Prerequisite: MK 021 or MK 705 or MK 721

The goal of this course is to provide an understanding of the business practices for the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length.
Lou Imbriano

Undergraduate and Graduate Course Offerings

MK 620 Marketing Information Analytics (Spring: 3)
Prerequisite: MK 021 or MK 705 or MK 721

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.
Michael Berry

MK 630 Special Topic: Tourism and Hospitality Management (Spring: 3)
The Department

Operations and Strategic Management

Faculty

Walter H. Klein, *Professor Emeritus;* B.S., M.B.A., Ph.D., University of Pittsburgh

Larry P. Ritzman, *Galligan Professor Emeritus;* B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor;* Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor and Associate Dean;* B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor;* B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Galligan Professor;* B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Joy Field, *Associate Professor;* M.S., M.B.A., Ph.D., University of Minnesota

Marta Geletkanycz, *Associate Professor;* B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia 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;* B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Richard A. Spinello, Associate Research Professor and Director CSOM Ethics Program; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Mohan Subramaniam, *Associate Professor;* B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mei Xue, *Associate Professor;* B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Jiri Chod, *Assistant Professor;* B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Tieying Yu, *Assistant Professor;* B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Metin Sengul, *Assistant Professor;* B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD
Erkut Sonmez, *Assistant Professor;* B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University
Jianer Zhou, *Assistant Professor*; B.S., Fundan University; M.S., Ph.D., Simon School of Business, University of Rochester
Richard McGowan, 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
Larry C. Meile, *Adjunct Associate Professor;* B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University
David R. McKenna, *Lecturer;* B.S., M.B.A., Boston College

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of decision analysis, operations management, and strategic management. An undergraduate concentration is offered in Operations Management.

Concentration in Operations Management

The Operations Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management. Intense competition in the fast-paced global markets has made competencies in this field the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both types of organizations.

This widely-applicable concentration combines teaching of analytical methods, operations management issues, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails lecture and discussion, field studies, case studies, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

The courses both intersect with and transcend the other functional business disciplines making Operations Management a good choice as a second concentration for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Information Systems, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- exercise managerial judgment
- analyze managerial problems
- apply quantitative techniques
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the role of operations within the structure of an organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function
- understand and appreciate the emerging ethical issues arising from the globalization of operations
- possess a high level of communication and interpersonal skills

Careers in Operations Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analysis in major companies such as Accenture, Boston Beer, Deloitte Consulting, Ernst & Young, General Electric, IBM, Goldman Sachs, JPMorgan Chase, and UBS.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing or Operations Manager. 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 a high degree of competence in managing their operations. Salaries for concentrators in Operations are and will likely remain competitive with all other concentrations in management.

Operations Management Concentration Requirements

The following course is required for the concentration:

- MD 375 Operations Strategy and Consulting (fall)

also take one of the following:

- MD 254 Service Operations Management (spring)
- MD 255 Managing Projects (spring)

also take one of the following:

- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)

also take one of the following:

- MI 205 TechTrek (spring)
- MI/CS 258 Systems Analysis and Design (fall)
- MI 253 Electronic Commerce (fall)
- MD 254 Service Operations Management (spring)—if not taken above
- MD 255 Managing Projects (spring)—if not taken above
- MD 384 Applied Statistics (spring)—if not taken above
- MD 604 Management Science (fall)—if not taken above
- MD 606 Forecasting Techniques (fall)—if not taken above

Other Special and Advanced Topic courses as offered.

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative Capstone course to CSOM core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Samuel Graves, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals must be obtained prior to going abroad.

Undergraduate Course Offerings

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

MD 021 Operations Management (Fall/Spring: 3)
Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 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 Operations Management—Honors (Fall: 3)
Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235
Core course for the CSOM Honors Program

Operations management focuses on the planning, implementation, and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making. The course is taught in an interactive setting and requires class participation.
The Department

MD 099 Strategy and Policy (Fall/Spring: 3)
Prerequisite: Successful completion of the CSOM Core requirements.
This is the senior integrative Capstone course of the CSOM Core.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.
The Department

MD 100 Competitive Strategy—Honors (Fall: 3)
Prerequisites: MD 100 substitutes for MD 099 in the CSOM Core requirements, hence, it has the same prerequisites as MD 099.
This is the senior integrative capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.
Richard McGowan, S.J.

MD 254 Service Operations Management (Spring: 3)
Prerequisite: MD 021

This course will focus on aspects involved in the management of service operations within the "pure" service sector (financial service, retail, transportation, travel and tourism, government, etc.) and within the service functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises (to include government, not-for-profits, etc.), the following topics will be explored: design and delivery of services, measurement for productivity and quality, managing capacity and demand, quality management, redesign of service delivery processes, management of technology, and managing human resources.
Mei Xue

MD 255 Managing Projects (Spring: 3)
Prerequisite: MD 021
Cross Listed with MI 255
This course has several mandatory 7:00 p.m.-9:30 p.m. Tuesday night commitments.

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.
Larry Meile

MD 265 Globalization, Culture, and Ethics (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be

applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation.
Richard Spinello

MD 299 Independent Study (Fall/Spring: 3)
Prerequisite: Senior standing and permission of department chairperson
By arrangement.
The Department

MD 330 Special Topics: Business Creation (Fall: 3)
Cross Listed with MI 330

Are you a budding entrepreneur? Are you interested in starting and building a business? This course looks at business creation from the viewpoint of founders, investors, and the market.
Drew Hession-Kunz

MD 375 Operations Strategy and Consulting (Fall: 3)
Prerequisite: MD 021
Required for the Operations and Technology Management concentration.

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation.
Joy Field

MD 384 Applied Statistics (Spring: 3)
Prerequisite: Previous exposure to statistics and an ability to use computing facilities
Acquaintance with linear algebra and the ability to use a computer are desirable.

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.
David McKenna

MD 548 Capstone: Leadership and Mindfulness (Fall: 3)
Cross Listed with UN 528
Sandra Waddock

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Fall: 3)
Prerequisite: MD 021, MD 707, or MD 723
Strongly recommended for students interested in operations management.

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.
David McKenna

MD 605 Simulation Methods (Spring: 3)
Prerequisite: A degree of mathematical literacy including statistics
Sandra Waddock

MD 606 Forecasting Techniques (Fall/Spring: 3)
Prerequisite: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.
Richard McGowan, S.J.

MD 609 Advanced Topics: The Business of Sports (Fall: 3)

This course examines the business side of sports. The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.
Warren Zola

Organization Studies

Faculty

Donald J. White, *Dean Emeritus and Distinguished Professor Emeritus;* B.S., Boston College; A.M., Ph.D., Harvard University
William R. Torbert, *Professor Emeritus;* B.A., Ph.D., Yale University
Jean M. Bartunek, *Professor and Robert A. and Evelyn J. Ferris Chair;* B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago
Mary Ann Glynn, *Joseph F. Cotter Professor;* Fellow, Winston Center for Leadership and Ethics; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University
Judith R. Gordon, *Professor;* Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology
Richard P. Nielsen, *Professor;* B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University
Michael Pratt, *Professor,* Fellow, Winston Center for Leadership and Ethics; B.A., University of Dayton; M.A., Ph.D., University of Michigan
Judith Clair, *Associate Professor;* B.A., University of California at Los Angeles; Ph.D., University of Southern California
Bradley Googins, *Associate Professor;* B.A., Boston College; M.S.W., Boston College; Ph.D., Brandeis University
Brad Harrington, *Associate Research Professor;* B.S., Stonehill College; M.A., Boston College; Ed.D., Boston University
Candace Jones, *Associate Professor;* B.A., Smith College; M.H.R.M., Ph.D., University of Utah
William Stevenson, *Associate Professor;* B.S., University of Maryland; M.A., Ph.D., University of California
Spencer Harrison, *Assistant Professor,* B.A., University of Utah; M.B.A., Brigham Young University; Ph.D. Arizona State University

Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- www.bc.edu/orgstudies

Undergraduate Program Description

The Department of Organization Studies offers two undergraduate concentrations—Management and Leadership and Human Resource Management. Both concentrations focus on the people side of management and contain elements of applied psychology, anthropology and sociology. Ultimately, the focus is on building the human and social capital of the organization. Additionally, in conjunction with the Lynch School of Education, the department offers a minor in Human Development, available to all CSOM students regardless of which concentration they choose.

Concentration in Management and Leadership

While technical skills can be critical in landing an entry-level job, management and leadership skills are essential for promotion into the managerial ranks. This concentration focuses on the skills and knowledge that employees will need to manage and lead others.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Core, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 127 Leadership is the cornerstone of the concentration. Students must choose at least three additional electives from a variety of courses.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 127 Leadership

Electives:

- MB 110 Human Resources Management
- MB 111 Ethical Leadership and Change Methods
- MB 119 Communication in Organizations
- MB 123 Negotiation
- MB 133 Leading High Performance Teams
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MD 548 Leadership and Mindfulness

Career Opportunities

The Management and Leadership concentration prepares students for executive roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

Concentration in Human Resources Management

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 in the past.

In addition to an understanding of what makes the people side of organizations effective or ineffective, the Human Resources Management concentration at Boston College gives students the opportunity to learn about the strategic role of human resource management and its functional components. 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.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Core, 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 additional electives from a variety of courses.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (normally taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:

- MB 111 Ethical Leadership and Changing Methods
- MB 119 Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 133 Leading High Performance Teams
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)

Minor in Human Development

The Minor in Human Development is open to all CSOM students, regardless of their concentration. It may be of particular value to students with special interests in counseling, training, personnel assessment, or work within social service organizations. In addition to the courses necessary to complete their CSOM concentration, students in the Minor in Human Development are required to take four courses in the Lynch School of Education, three of which are required. The fourth must be elected from among upper level psychology in education courses (PY 2xx). This minor may interest you if you wish to

- deepen your knowledge of human behavior in the areas of psychology, human development, and learning in preparation for a career in fields such as human resource management, marketing research, or advertising
- gain specialized knowledge in certain specific areas of human resource management, such as counseling, training, personnel assessment, family crisis assistance, drug and alcohol abuse programs, and aging/elderly care
- prepare for employment in a government or private sector social services organization

Required Courses:

- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology or PY 244 Adult Psychology
- PY 242 Personality Theories: Behavior in Context

Students are strongly urged, but not required, to take the PY 030/031 sequence (Child Growth and Development).

Elective Courses (any 200 level course, or above)

- PY 230 Abnormal Psychology (PY 242 is prerequisite)
- PY 241 Interpersonal Relations
- PY 243 Counseling Theories (PY 241 or MB 119, PY 242, and PY 230 are prerequisites)
- PY 244 Adult Psychology
- PY 248 Gender Roles
- PY 348 Culture, Community, and Change
- PY 397 Social Issues and Social Policy

Information for Study Abroad

Students may take any number of electives abroad to count toward either of the Organization Studies concentrations. In addition, it is sometimes possible to take the equivalent of MB 021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Organization Studies Department, who will need a copy of the course syllabus and the name and email address of the professor.

Undergraduate Course Offerings

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

MB 021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type. A central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MB 031 Organizational Behavior—Honors (Spring: 3)

Satisfies the Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Mindy Payne

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

In addition to providing an understanding of what makes the people side of organizations effective or ineffective, this course 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, it is extremely difficult for a manager to succeed without a solid background in human resources management.

Judith Gordon
Richard Nielsen

MB 111 Ethical Leadership and Change Methods (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Knowledge about organization ethics and employment law can help guide organizational behavior and help managers protect themselves, employees, and the organization from unethical and illegal behavior. This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employment law, and action skills they will need for addressing ethics and employment law issues and conflicts.

Richard Nielsen

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.

Maddy Bragar

MB 123 Negotiation (Fall: 3)

Prerequisite: 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 Nielsen

MB 127 Leadership (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

Judy Clair
Mike Pratt

MB 130 Managing Change (Fall: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course is intended to introduce students to large scale change initiatives in organizations and to increase their skill in understanding and managing organizational change. The course will address a number of pressing contemporary change issues and approaches in work organizations, and emphasis will be put on developing competencies in understanding, creating, and managing change. At the end of the course students should have developed skills in using diagnostic tools related to change, in awareness of their own and others' responses to change and in initiating change.

Jean Bartunek

MB 133 Leading High Performance Teams (Spring: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some groups more effective than others. Another area we will cover is the causes and consequences of interpersonal conflict within groups.

Mindy Payne

MB 135 Career and Human Resource Planning (Spring: 3)

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews, and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.

Candace Jones

MB 137 Management of Diversity (Fall/Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Cross Listed with BK 137

Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

MB 140 Special Topics: International Management (Fall: 3)

Students in this course will learn about the theories of organizational design that guide managers as they redesign organizations to adjust to changes in technologies, globalization, and rapidly changing markets. Problems of multinational management, the creation of networked organizations, and new communication technologies will be addressed. Students will develop the ability to diagnose structural problems in organizations and formulate solutions.

Kate Marshall

MB 145 Environmental Management (Spring: 3)

Fulfills an elective requirement in public policy for Environmental Studies minors, an elective requirement for Human Resource concentrators, and a general elective requirement for Carroll School of Management undergraduates.

In this course we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management.

William Stevenson

MB 299 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of instructor

The Department

MB 313 Research Methods for Management (Fall: 3)

Prerequisite: 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

William F. Connell School of Nursing

Undergraduate Program Description

Founded in 1947, the Boston College Connell School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the national examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is accredited by the Commission on Collegiate Nursing Education. Visit www.bc.edu/nursing for more information.

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic and is scientifically based, technically competent, and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families, and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the courses that comprise the curriculum, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, theology and English Core courses in the first and second years.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the Greater Boston area.

Students should consult the curriculum plan and see their advisors as they plan for registration.

Typical Plan of Study

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- NU 010 Professional Development Seminar
- Core or elective
- Core or elective

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- MT 180 Principles of Statistics for the Health Sciences
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BI 220, 221 Microbiology for Health Professionals
- Core or elective
- Core or elective
- Core or elective
- Core or elective

Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core or elective
- Core or elective

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 or elective
- Core or elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Core or elective

Senior Year

Semester I

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Core or 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

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Credit and Graduation Requirements

Students registered for at least 12 credits per semester are considered full-time students. Usually 15 credits are carried each semester. Students entering on or after September 2010 will be required to earn a minimum 117 credits for graduation. Students who enrolled prior to September 2010 are required to complete a minimum of 38 three-credit courses.

Satisfactory Academic Progress

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits expected. Any student who is permitted by the associate dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Students in the Connell School of Nursing must achieve a minimum GPA of 2.0 in the following course: BI 130, 131, 132, 133 (anatomy and physiology lectures and labs), CH 161, 163 (Life Science Chemistry with Lab), and MT 180 (Statistics) in order to progress to the clinical nursing courses. Students must complete all nursing courses successfully (minimum grade C-) and have a cumulative grade point average of 2.0 or higher in science and nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals, or an unapproved underload, or by being unsafe in the nursing clinical area, will result in probation or required withdrawal as determined by the Academic Standards Committee or the associate dean. 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.

Information for First Year Students

During the first year students should generally complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Statistics, Modern History I and II, Professional Nursing I, and Nursing Professional Development Seminar. Electives may be substituted in certain situations (e.g., the student has 10 Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may study abroad during fall or spring semester of junior year or fall semester senior year. Most students take electives or core courses while they are abroad. Students are free to study abroad in any location approved by the Office of International Programs.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with the Associate Dean for the undergraduate program during sophomore year, and fulfillment of the academic requirements stipulated by the Office of International Programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study (NU 299)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office and on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

Minors in the Connell School of Nursing

Nursing students may minor in any Arts and Sciences discipline or General Education by fulfilling the requirements of those departments. In addition, nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. Students who wish to declare a minor should meet with the Associate Dean.

Minor in Psychology

The minor would be awarded to CSON students who complete six courses (or 18 credits, beginning with the Class of 2014, per university requirement changes) in psychology. Courses should include PS 110 Introduction to Psychology as a Natural Science and PS 111 Introduction to Psychology as a Social Science. Students who received AP credit for PS 110 and PS 111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate associate dean):

- PS 011 Psychobiology of Mental Disorders
- PS 032 Emotion
- PS 260 Developmental Psychology
- PS 272 Cognitive Psychology
- PS 241 Social Psychology
- PS 274 Perception
- PS 287 Learning and Motivation
- PY 030 Child Growth and Development
- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology
- PY 230 or PS 246 Abnormal Psychology
- PY 242 or PS 242 Personality Theories: Behavior in Context
- PY 243 Counseling Theories
- PY 244 Adult Psychology
- NU 315 Victimology
- NU 317 Forensic Mental Health
- NU 318 Forensic Science

Fifth Year B.S./M.S.

This program enables students to graduate with bachelor's and master's degrees in five years (full time) or six years (part time). Students take graduate courses their senior year and during the summer after graduation. In order to qualify for this program, students must maintain an academic average of 3.2 each semester with a grade of B or above in Nursing courses. Qualified undergraduate students may take approved graduate course as part of their elective

requirement. These credits would count toward the master's degree at the Boston College Connell School of Nursing if the student is accepted into the master's program prior to graduating with the B.S. degree.

Academic Honors

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Special Requirements for CSON Students

Health Requirements

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, varicella titre or vaccine, 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 Connell 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.

Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 231, and must continue to keep this certification current. Nursing students must also undergo the criminal offense background checks that are required by affiliating health care institutions. Students are responsible for any charges required to fulfill these requirements.

General Information

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities, and most are accessible by public transportation.

Fees

School of Nursing students pay the same tuition, fees, and board and room costs as other colleges' enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) $70.00
- Laboratory Fee up to $225.00 (Payable for certain clinical nursing courses)

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. Graduates of the Boston College Connell School of Nursing have worked as researchers in clinical settings. Some serve on faculties of schools of nursing or as administrators of clinical and educational institutions.

The baccalaureate program of study prepares its graduates for entry into master's and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Faculty

Mary E. Duffy, *Professor Emerita;* B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor Emerita;* B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor Emerita;* B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita;* B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Joellen Hawkins, *Professor Emerita;* B.S.N., Northwestern University; M.S., Ph.D., Boston College

Miriam Gayle Wardle, *Professor Emerita;* B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Loretta P. Higgins, *Associate Professor Emerita;* B.S., M.S., Ed.D., Boston College

Margaret A. Murphy, *Associate Professor Emerita;* B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita;* B.S., M.S., Boston College; Ed.D., Boston University

Ann Wolbert Burgess, *Professor;* B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Susan Gennaro, *Professor and Dean;* B.A., Lemoyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham
June Andrews Horowitz, *Professor;* B.S., Boston College; M.S., Rutgers University; Ph.D., New York University
Dorothy A. Jones, *Professor;* B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University
Callista Roy, *C.S.J., Professor and Nurse Theorist;* 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
Barbara E. Wolfe, *Professor and Associate Dean for Research;* B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
Angela Amar, *Associate Professor;* B.S.N., M.S.N., Louisiana State; Ph.D., University of Pennsylvania
Jane E. Ashley, *Associate Professor;* B.S., California State University; M.S., Ph.D., Boston College
Rosanna F. DeMarco, *Associate Professor;* B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University
Nancy J. Fairchild, *Associate Professor;* B.S., Boston University; M.S., University of Rochester
Pamela J. Grace, *Associate Professor;* B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
Ellen K. Mahoney, *Associate Professor;* B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco
Sandra R. Mott, *Associate Professor;* B.S., Wheaton College; M.S., Boston College; Ph.D, University of Rhode Island
Rita J. 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
Catherine Yetter Read, *Associate Professor and Associate Dean Undergraduate Programs;* B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell
Judith Shindul-Rothschild, *Associate Professor;* B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
Patricia A. Tabloski, *Associate Professor and Associate Dean Graduate Programs;* B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
Robin Y. Wood, *Associate Professor and Director of Learning Labs;* B.S., University of Michigan; M.S., Ed.D., Boston University
Nancy Allen, *Assistant Professor;* B.S.N., Truman State University; M.S., University of Utah; PhD, University of Massachusetts, Lowell; Post Doctoral Fellow, Yale University
Mary M. Aruda, *Assistant Professor;* B.S., St. Francis College; B.S.N., Cornell University; M.S., Boston University; Ph.D., University of Massachusetts, Lowell
Jane Flanagan, *Assistant Professor;* B.S.N., University of Massachusetts, Lowell; M.S.N., Northeastern University; Ph.D., Boston College
Kate Gregory, *Assistant Professor;* B.S., SUNY Binghamton; M.S. University of Pennsylvania; Ph.D., Boston College
Susan Kelly-Weeder, *Assistant Professor;* B.S., Simmons College; M.S., Ph.D., University of Massachusetts, Lowell
Michelle Mendes, *Assistant Professor;* B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island
Mary Lou Siefert, *Assistant Professor;* B.S., Emmanuel College; M.S.N, Ph.D., Yale University
Kelly Stamp, *Assistant Professor;* B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida
Melissa Sutherland, *Assistant Professor;* B.S., Cornell University, B.S.N., M.S.N., State University of New York, Binghamton; PhD, University of Virginia
Danny Willis, *Assistant Professor;* B.S.N., University of Mississippi Medical Center; M.N., D.NSc., Louisiana State University Health Sciences Center
Lichuan Ye, *Assistant Professor;* B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania
Susan A. Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program;* B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University
William Fehder, *Clinical Associate Professor;* B.S., Hunter College; M.S.N, Ph.D., University of Pennsylvania
Stacey Hoffman Barone, *Clinical Assistant Professor;* B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
Donna Cullinan, *Clinical Assistant Professor;* B.S., Saint Anselm College; M.S., Boston College
Holly Fontenot, *Clinical Assistant Professor;* B.S.N., Georgia Baptist College of Nursing; Mercer University; M.S., Boston College
Luanne Nugent, *Clinical Assistant Professor;* B.S.N., University of Massachusetts, Amherst; M.S.N., C.N.S., Boston University; D.N.P, Regis College
Nanci Haze Peters, *Clinical Assistant Professor;* B.S., Western Connecticut State University; M.S., Northeastern University
Sherri B. St. Pierre, *Clinical Assistant Professor;* B.S., Simmons College; M.S. University of Massachusetts, Lowell
Adele W. Pike, *Clinical Assistant Professor;* Ed.D., Boston University; M.S.N., Yale University
Judith S. Pirolli, *Clinical Assistant Professor;* B.S., M.S., Boston College
M. Colleen Simonelli, *Clinical Assistant Professor;* B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts, Lowell
Pamela A. Terreri, *Clinical Assistant Professor;* B.S., Boston College; M.S.N., Boston University
Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program;* B.S.N., Northeastern University; M.S., Rush University
Stacy Garrity, *Clinical Instructor;* B.S., University of Massachusetts, Boston; M.S., Boston College
Allyssa Harris, *Clinical Instructor;* B.S., M.S., Ph.D.(c), Boston College
Lori Solon, *Clinical Instructor;* B.S., Boston University; M.S.N., Columbia University
Heather Vallent, *Clinical Instructor;* B.S., University of Scranton; M.S., Boston College
W. Jean Weyman, *Assistant Dean Continuing Education Programs;* B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Undergraduate Course Offerings

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

NU 010 Professional Development Seminar (Fall: 1)

This seminar will introduce freshmen nursing students to the college culture and to the profession of nursing. Small group sessions led by upperclass nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.
Catherine Y. Read

NU 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 and 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

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.
The Department

NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BI 130, 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 of health is organized and presented according to the Functional Health Pattern format. The various theories and principles of physical, cognitive, and psychosocial health are included and part of the Functional Health Pattern assessment guide.
The Department

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU 120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills.
The Department

NU 122 Nursing Health Assessment/Life Span/Clinical Lab (Spring: 3)
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 210 Public Health: Disease, Prevention, and Health Promotion (Spring: 3)
Rosanna Demarco

NU 215 Policy and Politics in U.S. Health Care (Spring: 3)

The purpose of this interdisciplinary course is to provide students with a working knowledge of the U.S. health care system including its organization, financing, regulation, and service delivery, from both private and public perspectives. Emerging workforce and care delivery trends and their philosophical, financial, and political underpinnings will be explored. This course is designed for individuals seeking a career in health care delivery or management who will interface with clinical care, the managed care and health insurance industries, or related industries in a professional capacity.

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 theoretical basis of the nursing care of adults with altered states of health. Emphasis is placed on the beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults. Evidenced-based practice and standards of care based on professional nursing organizations are utilized. The role and responsibilities of the nurse in the acute care setting including ethical and legal roles are emphasized.
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 acute care clinical focuses on fostering professional nursing skill in the planning and implementation of care for adults with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced-based nursing practice and applying current standards of care based on professional nursing organizations. Principles of cultural competence and the ethical and legal role of the nurse are incorporated and examined throughout the course.
The Department

NU 232 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)
The Department

NU 233 Adult Health Nursing I Simulation Lab (Fall: 3)
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.
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

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. In the clinical laboratory, students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of their clients and families. Emphasis will be placed on AWHONN and ACOG standards of care.
The Department

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204
Corequisite: NU 244

The course focuses on concepts associated with the unique responses of families during the childbearing cycle; normal and high risk pregnancies and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.
The Department

NU 246 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)
The Department

NU 247 Clinical Lab/Application/Childbearing Nursing Theory (Fall/Spring: 3)
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 both wellness and illness. Theoretical principles and nursing and other selected research relevant to maternal child health are examined. Nursing judgements that encompass creative, individualized plans of care based on scientific rationale are discussed.
The Department

NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 244, NU 245
Corequisite: NU 250

Based on the published *Pediatric Nursing: Scope and Standards of Practice,* this course provides a variety of clinical settings plus simulation experiences for students to expand and perfect their skills in implementing the nursing role in the care of children and families. Clinical faculty guide students' clinical reasoning processs and use of nursing scholarship and evidenced-based practice guideline in planning nursing interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and their families who are coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic, and social backgrounds.
The Department

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 253

This course builds upon the standards of practice from the American Psychiatric Nurses Association to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic and biopsychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality and cognitive disorders is presented.
The Department

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidenced-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds who are in treatment for mental illness.
The Department

NU 254 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)
The Department

NU 255 Psychiatric-Mental Health Nursing Clinical Lab (Fall/Spring: 3)
The Department

NU 256 Child Health Clinical Simulation Lab (Fall/Spring: 3)
The Department

NU 260 Community Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 250, NU 251, NU 252, NU 253
Corequisite: NU 261

This course introduces students to the conceptual and scientific framework of population-centered nursing through current published evidence, clinical expert practice, and client preferences. Examination of social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings, care management, case management, home and hospice care, emerging infectious diseases, program development and evaluation and disaster preparedness/management are addressed. Emphasis is placed on the variety of roles and functions nurses have in population-centered care including that of a public health and home care nurse.
The Department

NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 250, NU 251, NU 252, NU 253
Corequisite: NU 260

This course focuses on the application of community health nursing and public health concepts that include the care of individuals, families, and populations in community settings. Competencies include assessing the health status of individuals and aggregates to identify health problems, linking people to health services, and evaluating quality and adequacy of available services. Emphasis is placed on understanding the impact of socio-cultural, economic, political and environmental forces on the health of individuals, families and populations, and on using evidence-based research to adapt and implement interventions aimed at restoring and promoting health, and preventing illness.
The Department

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 260, NU 261 or concurrently
Corequisite: NU 262

This course provides senior nursing students with an opportunity to synthesize, to expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based on institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.
The Department

NU 264 Professional Nursing II (Fall: 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.
The Department

NU 265 Community Nursing Clinical Laboratory (Fall/Spring: 3)
The Department

NU 266 Nursing Synthesis Clinical Lab (Fall/Spring: 3)
The Department

NU 299 Directed Independent Study (Fall/Spring: 3)
Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses
Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.
The Department

Undergraduate and Graduate Course Offerings

NU 301 Culture and Health Care (Fall: 3)
Satisfies Cultural Diversity Core Requirement

The changing demographics in the United States necessitate a deeper understanding of the particular needs of multicultural populations. Through the lens of culture, this course develops students' knowledge of and sensitivity to a wide variety of health traditions. The interactions of culture and health and the impact of cultural norms around health will be explored from historical, comparative, and theoretical perspectives.
Susan Gennaro

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.
Ann Wolbert Burgess

NU 317 Forensic Mental Health (Spring: 3)

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or evil. Content will cover such topics as the following: 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.
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.
Ann Wolbert Burgess

NU 319 Forensic Science Lab (Fall: 1)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Although the crime scenes and physical evidence are a contrivance, they will be based on actual crime cases. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethnical and legal implications surrounding the application of forensic science in a court of law.
Ann Burgess

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

Unparalleled challenges confront the twenty-first century: the changing economy, 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 James A. Woods, S.J., College of Advancing Studies.

The Woods 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 James A. Woods, S.J., 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 Woods 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 to 9:00 p.m. during the 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 Woods 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, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College. 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 Woods College of Advancing Studies the semester the certificate requirements are completed.

A 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 Woods College of Advancing Studies by taking day classes, 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 30 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 James A. Woods, S.J., 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 eighty-two of Boston College's one hundred and forty-seven 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 Woods College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at 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 submitted when applying, 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.

Information and Office Location

The James A. Woods, S.J., 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 James A. Woods, S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at 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 January. Visit our website at www.bc.edu/summer.

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Executive Director for Institutional Diversity
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Director of Internal Audit
Keith D. Kidd, M.A.
Director of Environmental Health and Safety
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Director of The Children's Center
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Director Administrative Program Review
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Director of Volunteer and Service Learning Center
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Associate Vice President for Advancement Operations and Planning
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Ines M. Maturana Sendoya, M.Ed.
Director of AHANA Student Programs
William R. Tibbs, M.Arch.
Director of Capital Planning & Engineering
John O. Tommaney, B.A.
Director of Emergency Preparedness and Management
Patricia A. Touzin, M.S.W.
Director of Faculty/Staff Assistance Program
Anita E. Ulloa, B.S.
Director of Employment
Helen S. Wechsler, B.A.
Director of Dining Service
Richard M. Young, B.S.
Director of Human Resources Service Center

FALL SEMESTER 2010

August 30	Monday	Classes begin for first-year, full-time M.B.A. students only
September 6	Monday	Labor Day—No classes
September 7	Tuesday	Classes begin, including those for all other CGSOM full- and part-time students
September 15	Wednesday	Last date for graduate students to drop/add online
September 15	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
September 15	Wednesday	Last date for all students who plan to graduate in December 2010 to verify diploma name online
September 16	Thursday	Mass of the Holy Spirit
September 24 to September 26	Friday to Sunday	Parents' Weekend
October 1	Friday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
October 11	Monday	Columbus Day—No classes
November 11	Thursday	Graduate and WCASU registration for spring 2011 begins
November 12	Friday	Undergraduate registration for spring 2011 begins
November 24 to November 26	Wednesday to Friday	Thanksgiving Holidays
November 29	Monday	Last date for official withdrawal from a course or from the University
December 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2010 graduation
December 10 to December 13	Friday to Monday	Study days—No classes for undergraduate day students only
December 14 to December 21	Tuesday to Tuesday	Term Examinations—Posted grades (non-law) available online

SPRING SEMESTER 2011

January 17	Monday	Martin Luther King Day—No classes
January 18	Tuesday	Classes begin
January 26	Wednesday	Last date for graduate students to drop/add online
January 26	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
January 26	Wednesday	Last date for all students who plan to graduate in May 2011 to verify diploma name online
February 15	Tuesday	Last date for undergraduates only to drop a course or to declare a course pass/fail in Associate Deans' office
March 7 to March 11	Monday to Friday	Spring Vacation
April 1	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2011 graduation'
April 7	Thursday	Graduate and WCASU registration for fall and summer 2011 begins
April 8	Friday	Undergraduate registration for fall and summer 2011 begins
April 18	Monday	Patriot's Day—No classes
April 19	Tuesday	Last date for official withdrawal from a course or from the university
April 21 to April 25	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except for any class beginning at 4:00 p.m. and later)
May 6 to May 9	Friday to Monday	Study days—No classes for undergraduate day students only
May 10 to May 17	Tuesday to Tuesday	Term Examinations—Posted grades (non-law) available online
May 23	Monday	Commencement
May 27	Friday	Law School Commencement

Academic Advising Center
Elizabeth Nathans, Director ....Bourneuf House, 84 College Road
Accounting
Billy Soo, Chairperson .....Fulton 502
Admission
Undergraduate: John L. Mahoney, Jr., Director ....Devlin 208
Graduate: Department Chairpersons .....McGuinn 221
Advancing Studies
James Woods, S.J., Dean .....McGuinn 100
African and African Diaspora Studies
Rhonda Frederick, Director .....Lyons 301
AHANA
Ines Maturana Sendoya, Director .....72 College Road
American Studies
Carlo Rotella .....Carney 451
Arts and Sciences
David Quigley, Dean .....Gasson 103
William Petri, Associate Dean—Seniors .....Gasson 109
Akua Sarr, Associate Dean—Juniors .....Gasson 109
Clare Dunsford, Associate Dean—Sophomores ....Gasson 109
Elizabeth Nathans,
Director—Freshmen .....Bourneuf House, 84 College Road
Biology
Thomas Chiles, Chairperson .....Higgins 335
Business Law
Christine O'Brien, Chairperson .....Fulton 420
Campus Ministry
Anthony Penna, S.J., Director .....McElroy 233
Career Center
Theresa Harrigan, Director .....Southwell Hall 201
Chemistry
Amir Hoveyda, Chairperson .....Merkert 125
Classical Studies
Charles F Ahern, Chairperson .....Carney 123
Communication
Lisa Cuklanz, Chairperson .....21 Campanella Way, 5th Floor
Computer Science
Howard Straubing, Chairperson .....21 Campanella Way, 5th Floor
Connors Family Learning Center
Suzanne Barrett, Director .....O'Neill 200
Counseling Services
Thomas McGuinness, Director
Campion Hall Unit .....Campion 301
Fulton Hall Unit .....Fulton 254
Gasson Hall Unit .....Gasson 108
Economics
James E. Anderson,
Chairperson .....21 Campanella Way 4th Floor
Education
Joseph O'Keefe, S.J., Dean .....Campion 101A
John Cawthorne, Associate Dean,
Undergraduate Students .....Campion 104
Mary Ellen Fulton, Associate Dean for Finance, Research,
and Administration .....Campion 101
Maureen E. Kenny, Associate Dean of Faculty
and Academics .....Campion 101
Elizabeth Sparks, Associate Dean,
Graduate Student Services .....Campion 135
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Higher Education.....Campion 205
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English
Mary T. Crane, Chairperson .....Carney 446
Finance
Hassan Tehranian, Chairperson .....Fulton 324C
Fine Arts
John Michalczyk, Chairperson .....Devlin 434
First Year Experience Programs
Rev. Joseph P. Marchese,
Director .....Brock House 78 College Road
Geology and Geophysics
Gail Kineke, Chairperson .....Devlin 322A
German Studies
Michael Resler, Chairperson .....Lyons 201
Graduate Arts and Sciences
Candace Hetzner, Associate Dean .....McGuinn 221
History Department
James E. Cronin,
Chairperson .....21 Campanella Way 4th Floor
Honors Program
Arts and Sciences: Mark O'Connor .....Gasson 102
Education: John Cawthorne,
Interim Director .....Campion 104
Management: Stephanie Greene .....Fulton 420
Information Systems
James Gips, Chairperson .....Fulton 460B
International Programs
Bernd Widdig, Director .....Hovey House
International Studies
Robert G. Murphy, Director .....Gasson 109
Islamic Civilization and Societies
Kathleen Bailey, Associate Director .....McGuinn 528
Law School
John H. Garvey, Dean .....Stuart M305
Learning Resources for Student Athletes
Ferna Phillips, Director .....Yawkey Athletic Center 400
Management
Andrew Boynton, Dean .....Fulton 510
Richard Keeley, Undergraduate Associate Dean ..Fulton 360A
Jeffrey Ringuest, Graduate Associate Dean .....Fulton 320
Marketing
Gerald E. Smith, Chairperson .....Fulton 450A
Mathematics
Solomon Friedberg, Chairperson .....Carney 301
Music
Michael Noone, Chairperson .....Lyons 407
Nursing
Susan Gennaro, Dean .....Cushing 203
Patricia Tabloski, Associate Dean,
Graduate Programs .....Cushing 202
Catherine Read, Associate Dean,
Undergraduate Programs .....Cushing 202G

Operations and Strategic Management
Samuel Graves, Chairperson .....Fulton 350
Organization Studies
Judith Gordon, Chairperson .....Fulton 430
Philosophy
Patrick H. Byrne, Chairperson .....21 Campanella Way 393
Physics
Michael Naughton, Chairperson .....Higgins 335
Political Science
Susan Shell, Chairperson .....McGuinn 201
Psychology
Ellen Winner, Chairperson .....McGuinn 301
Residential Life
Henry J. Humphreys, Director .....21 Campanella Way 220
Romance Languages and Literatures
Ourida Mostefai, Chairperson .....Lyons 304
School of Theology and Ministry
Richard J. Clifford, S.J., Dean .....129 Lake Street
Slavic and Eastern Languages and Literatures
Michael J. Connolly, Chairperson .....Lyons 210B
Social Work, Graduate School
Alberto Godenzi, Dean .....McGuinn 132
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Zine Magubane, Ph.D., Chairperson .....McGuinn 426
Student Development
Sheilah Horton,
Associate Vice President/Dean .....21 Campanella Way 212
Student Programs
Jean Yoder,
Asscociate Dean/Interim Director ....21 Campanella Way 242
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Louise Lonabocker, Executive Director .....Lyons 101
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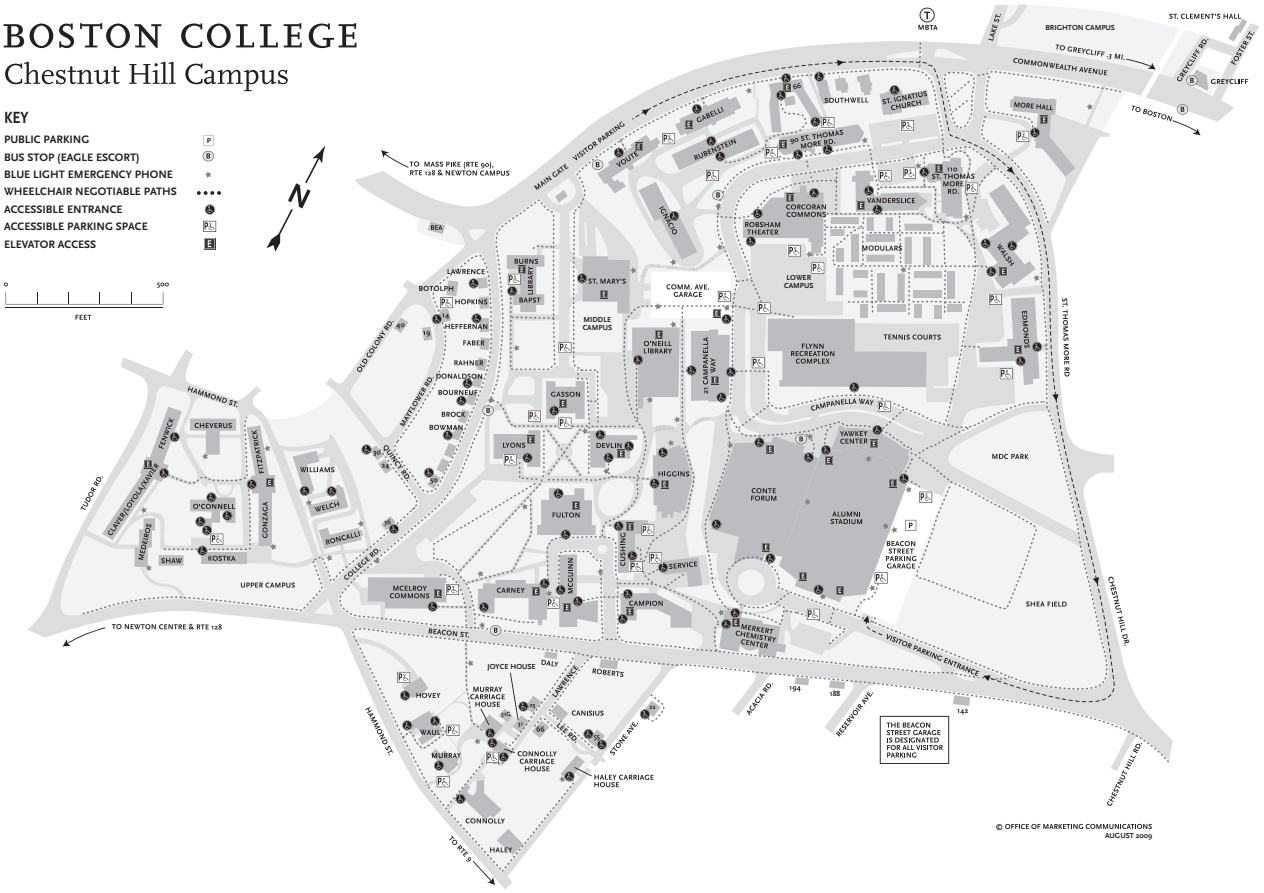
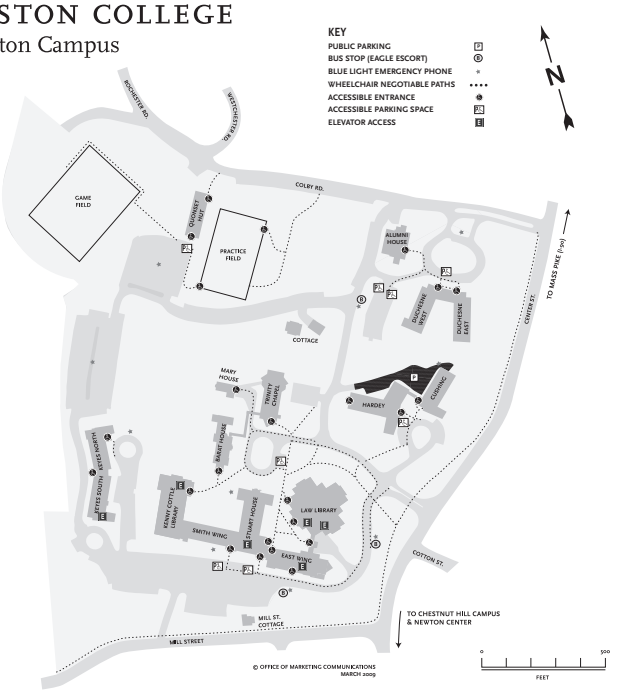
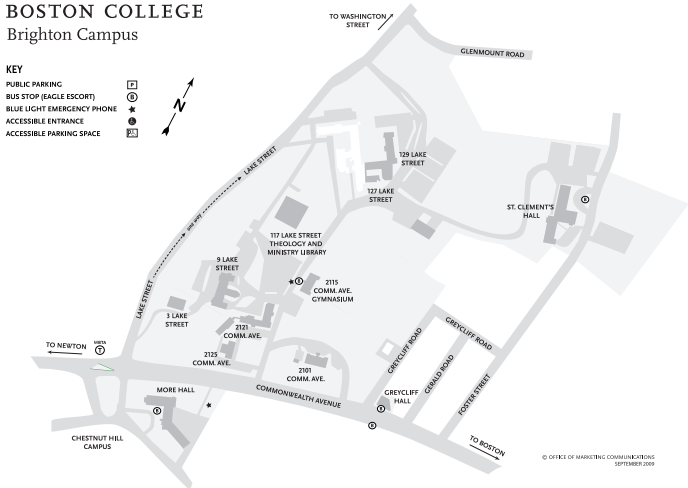
BOSTON COLLEGE
Chestnut Hill Campus



BOSTON COLLEGE
Newton Campus



BOSTON COLLEGE
Brighton Campus



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