

# BOSTON COLLEGE

2010–2011



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2010-2011

### *Volume XXXI, Number 24, September 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.

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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 three-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](http://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](mailto: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](http://www.bc.edu/help).

### 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.

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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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-intensive 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.BCCorporateCitizenship.org), or email [ccc@bc.edu](mailto:ccc@bc.edu).

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

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the 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](http://www.bc.edu/humanrights).

### Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, 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](http://www.bc.edu/centers/cis).

### Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is 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](http://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](http://crr.bc.edu)), send an email to [crr@bc.edu](mailto: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 (CSTEETP)

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

Among the projects conducted under the auspices of CSTEETP is the Technology and Assessment Study Collaborative. For more information, visit [www.bc.edu/intasc](http://www.bc.edu/intasc).

For more information on CSTEETP, visit at [www.bc.edu/csteetp](http://www.bc.edu/csteetp).

### 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](http://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](http://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](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### **Institute for Scientific Research**

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

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

Our current projects include heavenly explorations, 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](http://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](http://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](http://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](http://www.bc.edu/centers/jesinst).

### Loneragan 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](http://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](http://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](http://timss.bc.edu).

### Weston Observatory

Weston Observatory, formerly Weston College (1928-1949), is the seismology research division of the Department of Earth and Environmental Sciences 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](http://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](http://www.bc.edu/ahana).

### Athletics Department

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

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

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

### Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students may obtain advice and

guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques.

Students 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.

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

### **Dining Services**

Graduate students may open an optional Eagle-One account which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts which are ideal for graduate and law students. These accounts may be opened online at any time during the year through Agora Portal ([portal.bc.edu](http://portal.bc.edu)).

### **Disability Services Office**

Services for 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](http://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 accommo-

tions to 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](http://www.bc.edu/connors).

### **Graduate Student Association**

The Graduate Student Association (GSA) of Boston College is a student-run organization which serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African-American, Hispanic, Asian, and Native American Student Association (Grad AHANA), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate student needs and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an elected Executive Board consisting of a President, Vice-President and Financial Director and by a Senate consisting of one member each from the constitute schools, plus Grad AHANA and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street across Beacon Street from Middle Campus. For more information see: [www.bc.edu/offices/gsc/gsa.html](http://www.bc.edu/offices/gsc/gsa.html).

### **The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center**

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit, Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides outreach to graduate and professional students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both co-curricular and academic support to the graduate student community.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information about programs and services provided by the Office of Graduate Student Life, visit us online at [www.bc.edu/gsc](http://www.bc.edu/gsc) or contact us via phone at 617-552-1855.

### **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.

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

### Immunization

Graduate 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—Graduate	9
Woods College of Advancing Studies—Graduate	9
Lynch School of Education—Graduate	9
Carroll School of Management—Graduate	9
Connell School of Nursing—Graduate	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/studentsservices](http://www.bc.edu/studentsservices).

*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](http://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/studentsservices](http://www.bc.edu/studentsservices).

## 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/financialaid](http://www.bc.edu/financialaid)) 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/financialaid](http://www.bc.edu/financialaid).

### 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 maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

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

## 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.

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

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

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

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

**Graduate Tuition**

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

Tuition per credit hour:.....	1,206
Auditor's fee***—per credit hour:.....	603

**Lynch School of Education\*\***

Tuition per credit hour:.....	1,084
Auditor's fee***—per credit hour:.....	542

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

Tuition per credit hour:.....	1,270
Auditor's fee***—per credit hour:.....	635

**Connell Graduate School of Nursing\*\***

Tuition per credit hour:.....	1,050
Auditor's fee***—per credit hour:.....	525

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

Tuition per credit hour:.....	952
Auditor's fee***—per credit hour:.....	476

**Law School\*\***

Tuition per semester:.....	20,385
Tuition per credit hour:.....	1,776

**School of Theology and Ministry\*\***

Tuition per credit hour:.....	830
Auditor's fee***—per credit hour:.....	415

**Summer Session\*\***

Tuition per credit hour:.....	630
Auditor's fee***—per credit hour:.....	315

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

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

**Graduate General Fees\***

**Acceptance Deposit**

Graduate Education:.....	250
Graduate Nursing:.....	400
CGSOM—part-time:.....	200
CGSOM—full-time:.....	1,500
Law School—J.D. Program***:.....	500
Law School—LL.M. Program:.....	300
Social Work:.....	200

\*\*\*Initial deposit due by April 22 with an additional \$500 due by June 1.

**Activity Fee—Per Semester\*\*\***

(Grad A&S, LSOE, CGSON, GSSW, STM)

7 credits or more per semester:.....	45
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Fewer than 7 credits per semester:.....	30
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**Activity Fee—Per Semester\*\*\* (CGSOM)**

7 credits or more per semester:.....	55
Fewer than 7 credits per semester:.....	30

**Application Fee (non-refundable)**

Grad A&S:.....	70
LSOE:.....	65
GSSW:.....	40
CGSON:.....	50
CGSOM:.....	100
Law School:.....	75
STM.....	70

**Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (per semester)**

Grad A&S.....	1,206
CGSON:.....	1,050
CGSOM:.....	1,270
GSSW:.....	952
LSOE:.....	1,084
<b>Interim Study:</b> .....	30
<b>Laboratory fee (per semester):</b> .....	up to 930
<b>Late Payment fee:</b> .....	150
<b>Massachusetts Medical Insurance (per year):</b> .....	1,898
(871 fall semester, 1,027 spring semester).....	

**Microfilm and Binding**

Doctoral Dissertation:.....	125
Master's thesis:.....	90
Copyright fee (optional):.....	45

**Student Identification Card**

(mandatory for all new students):.....30

\*\*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.

**Non-degree students** who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more

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](http://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](http://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](http://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.

### Graduate Refund Schedule (Excluding Law)

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

#### First Semester

- by Sept. 15, 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. 26, 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.

### Law Refund Schedule

Law students are subject to the refund schedule outlined below.

#### First Semester

- by Aug. 27, 2010: 100% of tuition charged is cancelled
- by Sept. 10, 2010: 80% of tuition charged is cancelled
- by Sept. 17, 2010: 60% of tuition charged is cancelled
- by Sept. 24, 2010: 40% of tuition charged is cancelled
- by Oct. 1, 2010: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 7, 2011: 100% of tuition charged is cancelled
- by Jan. 21, 2011: 80% of tuition charged is cancelled
- by Jan. 28, 2011: 60% of tuition charged is cancelled

- by Feb. 4, 2011: 40% of tuition charged is cancelled
- by Feb. 11, 2011: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through their Agora Portal at [portal.bc.edu](http://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](http://www.studentclearinghouse.org).

### Boston College Graduate Degree Programs

#### Graduate School of Arts and Sciences

Biology: M.S.T., Ph.D.

Chemistry:\* M.S., M.S.T., Ph.D.

Classics: M.A.

Economics: M.A., Ph.D.

English: M.A., M.A.T., Ph.D.

French: M.A., M.A.T., Ph.D.

Geology: M.S., M.S.T.

Geophysics: M.S., M.S.T.

Greek: M.A.

Hispanic Literature: Ph.D.

Hispanic Studies: M.A.

History: M.A., M.A.T., Ph.D.

Irish Literature and Culture: English, M.A.

Italian: M.A., M.A.T.

Latin: M.A.

Latin and Classical Humanities: M.A.T.

Linguistics, M.A., M.A.T.

Mathematics, M.A., M.S.T., Ph.D.

Philosophy: M.A., Ph.D.  
Physics:\* M.S., M.S.T., Ph.D.  
Political Science: M.A., Ph.D.  
Psychology: M.A., Ph.D.  
Romance Literatures: Ph.D.  
Russian: M.A., M.A.T.  
Slavic Studies: M.A., M.A.T.  
Sociology: M.A., Ph.D.  
Spanish: M.A.T.

Theology, Ph.D.  
\*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

**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.  
(B.A. Psychology majors only)  
Russian: B.A./M.A.  
Slavic Studies: B.A./M.A.  
Sociology: B.A./M.A.  
Sociology/Social Work: B.A./M.S.W.  
Theology: B.A./M.A.  
Theology/Pastoral Ministry: B.A./M.A.  
Theology/Religious Education: B.A./M.Ed.

**Dual Degree Programs—Graduate School of Arts and Sciences**

Biology/Management: M.S./M.B.A.  
French/Management: M.A./M.B.A.  
Geology/Management: M.S./M.B.A.  
Geophysics/Management: M.S./M.B.A.  
Hispanic Studies/Management: M.A./M.B.A.  
Italian/Management: M.A./M.B.A.  
Linguistics/Management: M.A./M.B.A.  
Mathematics/Management: M.A./M.B.A.  
Philosophy: M.A./J.D., Ph.D./J.D.  
Political Science/Management: M.A./M.B.A.  
Russian/Management: M.A./M.B.A.  
Slavic and Eastern Languages and Literatures: M.A./J.D.  
Slavic Studies/Management: M.B.A./M.A.  
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

**School of Theology and Ministry**

Master of Divinity: M.Div  
Sacred Theology: S.T.B., S.T.L., S.T.D.  
Theology/Pastoral Ministry: M.A.  
Theology/Religious Education: M.Ed., C.A.E.S., M.T.S.  
Theology and Education: Ph.D.

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

Master of Theological Studies/Religious Education: B.A./M.Ed., C.A.E.S., M.T.S.  
Master of Theology/Pastoral Ministry: B.A./M.A., Th.M.

**Dual Degree Programs—School of Theology and Ministry**

Pastoral Ministry/Counseling Psychology: M.A./M.A.  
Pastoral Ministry/Nursing: M.A./M.S.  
Pastoral Ministry/Social Work: M.A./M.S.W.  
Theology/Pastoral Ministry: B.A./M.A., Th.M.  
Theological Studies/Religious Education: B.A./M.Ed., C.A.E.S., M.T.S.

**Lynch School Graduate Programs**

Applied Developmental and Educational Psychology: Ph.D.  
Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.  
Educational Administration and Catholic School Leadership: M.Ed.  
Counseling Psychology: M.A., Ph.D.  
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.  
Early Childhood Specialist: M.A.  
Early Childhood Education: M.Ed.  
Educational Research, Measurement and Evaluation: M.Ed., Ph.D.  
Elementary Education: M.Ed.  
Higher Education: M.A., Ph.D.  
Professional Licensure in English, History, Earth Science  
Biology, Mathematics, Elementary Education, and Reading:  
M.A., M.S.T.  
Reading/Literacy Teaching: M.Ed., C.A.E.S.  
Secondary Education: B.A., M.Ed., M.A.T., M.S.T.  
Special Education (Moderate Special Needs, Grades Pre-K-9  
and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.

**Fifth Year Programs—Lynch School Graduate Programs**

Applied Developmental and Educational Psychology: B.A./M.Ed.  
Curriculum and Instruction: B.A./M.Ed.  
Developmental and Educational Psychology: B.A./M.Ed.  
Educational Research, Measurement and Evaluation: B.A./M.Ed.  
Elementary Education: 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.  
Special Education (Moderate Special Needs): B.A./M.Ed.  
Religious Education: B.A./M.Ed.

**Dual Degree Programs—Lynch School Graduate Programs**

Counseling/Pastoral Ministry: M.A./M.A.  
Curriculum and Instruction/Law: M.Ed./J.D.  
Higher Education/Law: M.A./J.D.  
Higher Education/Management: M.A./M.B.A.

**Law School**

Law: J.D.  
Law: LL.M.

**Dual Degree Programs—Law School**

Law/Education: J.D. /M.Ed., J.D./M.A.  
Law/Management: J.D./M.B.A.

Law/Philosophy: J.D./M.A., J.D./Ph.D.  
Law and Slavic and Eastern Languages and Literatures: J.D./M.A.  
Law/Social Work: J.D./M.S.W.

**Carroll School of Management**

Accounting: M.S.  
Business Administration: M.B.A.  
Finance: M.S., Ph.D.  
Organization Studies: Ph.D.

**Dual Degree Programs—Carroll School of Management**

Accounting: M.B.A./M.S.  
Management/Biology: M.B.A./M.S.  
Finance: M.B.A./M.S, M.B.A./Ph.D.  
Management/French: M.B.A./M.A.  
Management/Geology and Geophysics: M.B.A./M.S.  
Management/Higher Education: M.B.A./M.A.  
Management/Hispanic Studies: M.B.A./M.A.  
Management/Italian: M.B.A./M.A.  
Management/Law: M.B.A./J.D.  
Management/Linguistics: M.B.A./M.A.  
Management/Mathematics: M.B.A./M.A.  
Management/Nursing: M.B.A./M.S.  
Management/Pastoral Ministry: M.B.A./M.A.  
Management/Political Science: M.B.A./M.A.  
Management/Russian: M.B.A./M.A.  
Management/Slavic Studies: M.B.A./M.A.  
Management/Social Work: M.B.A./M.S.W.  
Management/Sociology: M.B.A./M.A./Ph.D.

**Connell School of Nursing**

Nursing: M.S., Ph.D.

**Fifth Year Programs—Connell School of Nursing**

Nursing: B.S./M.S.

**Dual Degree Programs—Connell School of Nursing**

Nursing: M.S./Ph.D.  
Nursing/Management: M.S./M.B.A.  
Nursing/Pastoral Ministry: M.S./M.A.

**Graduate School of Social Work**

Social Work: M.S.W, Ph.D., M.S.W./Ph.D.

**Fifth Year Program—Graduate School of Social Work**

Social Work/Human Development: B.A./M.S.W.  
Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.

**Dual Degree Programs—Graduate School of Social Work**

Social Work/Law: M.S.W./J.D.  
Social Work/Management: M.S.W./M.B.A.  
Social Work/Pastoral Ministry: M.S.W./M.A.

**Woods College of Advancing Studies**

Administrative Studies: M.S.

## 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.

- Instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus or other documents prepared for the academic experience 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 and other forms of assessment 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**

The academic deans have overall responsibility for academic integrity within their schools which includes 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**

Students should refer to their department or school for procedures for adjudicating alleged violations of academic integrity. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of decision may be made to the representative of the department or school whose decision will be final.

### **ACADEMIC REGULATIONS**

Academic Regulations are effective from September of the academic year printed on the title page 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 faculty member or administrator designated by their school to discuss the situation and to obtain information about relevant grievance policies and procedures.

#### **Academic Record**

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services.

#### **Attendance**

Students are expected to meet course requirements in classes, internships, practica as specified in the syllabus or document prepared explicitly for the academic experience. A student who is absent repeatedly from these academic experiences will be evaluated by the responsible faculty member and/or designated supervisor(s) to ascertain the student's ability to continue in the course and to achieve course objectives.

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

Professors will announce, reasonably well in advance, tests, examinations and other forms of assessment based on the material covered in the course, as well as other assigned material. A student who is absent from a course is responsible for obtaining knowledge of what happened in the course, especially information about announced tests, papers, or other assignments.

A student who is absent from a course 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 makeup will be allowed.

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate 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, internships, or practica, 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 and supervisors at the end of the first course 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**

Students in the Graduate School of Arts and Sciences, the School of Theology and Ministry, and the Connell School of Nursing may register for an audit online. Lynch School of Education, Carroll School of Management, Law School, and Graduate School of Social Work students must consult the Graduate Associate Dean's Office before they can audit a course. Woods College of Advancing Studies students may not audit courses.

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



### Comprehensive Examination or Qualifying Papers: Doctoral Students

Doctoral students, with the exception of students in the Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in the Graduate School of Social Work are required to complete an oral defense of a publishable paper. Student eligibility for taking the doctoral comprehensive or the publishable paper project is determined by the department or school. Students should consult with their department or school about the nature of this examination and the time of administration. The following grade scale is used: pass with distinction (PwD), pass (P), and fail (F).

Students must be enrolled in at least one course in the semester in which they take the comprehensive examination or orally defend a publishable paper. Students should consult with the department or school about required coursework during this semester.

### Comprehensive Examination: Master's Students

Masters' students should consult with their respective departments or schools to learn about the time and nature of the comprehensive examination as well as the registration and fee requirements during the semester in which they are taking the examination. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F).

### Continuation: Doctoral Candidacy

Students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy or its equivalent. Students in the Connell School of Nursing, Lynch School of Education, and Graduate School of Social Work register for Doctoral Continuation after completing all courses including the required two or more semesters of dissertation-related course work.

### Cross Registration

Graduate students may be eligible to take courses in one of three BC-affiliated consortia if the same courses are not offered at Boston College at any time during the academic year.

### *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's School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

Students in the School of Theology and Ministry and in the Graduate School of Arts and Sciences' Theology department may participate in the consortium, which offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

### *The Consortium*

Graduate students, with the exceptions noted below, may cross-register for one course each semester at institutions participating in this consortium, which include Boston University, Brandeis, and Tufts. Cross registration materials are available from the Office of Student Services.

Students in the Woods College of Advancing Studies and Finance students in the Carroll School of Management are not allowed to cross register at any of the universities. M.B.A. students in the Carroll School of Management are permitted to register at Boston University and Tufts. Law students may cross register for classes at Boston University's Law School but must first obtain permission from the Assistant Dean for Academic Services.

### Graduate Consortium in Women's Studies

Graduate students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. Students need to obtain permission from their department or school. Registration forms will be mailed from the Consortium to accepted students.

### Enrollment Status

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

Graduate full-time enrollment is as follows:

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

All students are considered half-time with six credits.

Students completing degree requirements in their final semester may be given exceptions to the school's minimum credit standard for full-time status by their academic dean.

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

Graduate schools may also define full-time status by a student's course work or role responsibilities as listed below:

- Students in the Law School may, in extraordinary circumstances and with the permission of the Dean for Students, enroll in as few as 9 credits in a semester and be considered full-time.
- All doctoral candidates in the Graduate School of Arts and Sciences are full-time. Masters' candidates are full-time if they are Graduate Assistants for academic departments, Teaching Fellows, Teaching Assistants, or Research Assistants.
- All doctoral candidates in the Carroll School of Management are full-time. Masters' candidates may be given exceptions to the school minimum credit standard for full-time status by their academic dean in exceptional situations.

- Graduate students in the Lynch School of Education are full-time if they are enrolled in: ED 936, ED 941, ED 950, ED 951, ED 988, ED 998, ED 999, PY 846, PY 849, PY 941, PY 988, PY 998, PY 999, ED 620, ED 622, ED 623, ED 652, ED 420, ED 610, ED 830, ED 885, ED 888, PY 643, PY 644, PY 649, PY 650, PY 646, PY 746, PY 885, PY 888. Doctoral students are considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants.
- Graduate students in the Graduate School of Social Work are full-time if enrolled in the Publishable Paper Project, Dissertation Direction, Doctoral Continuation, SW 929, SW 939, or SW 949.
- Graduate students in the Connell School of Nursing are full-time if enrolled in a full-time Nursing Clinical Practica or in Dissertation Advisement including NU 901 or NU 902.
- Graduate students in the School of Theology and Ministry are full time if enrolled in Interim Study, Thesis Direction, Doctoral Comprehensives, or Doctoral Continuation, TM 888, TM 980, TM 985, TM 990, or TM 995. Doctoral students are considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants.

### Final Examinations

For graduate level courses that have final examinations, professors may use the university's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. In the Law School, students are entitled to reschedule an examination if they have two final examinations scheduled in one day, three in three days, or four in five days.

Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should contact the person designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

### Foreign Language Requirement

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

### Grading

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

Students in the Law School may receive grades of C+, C- and D.

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

A pass/fail option is available for a limited number of courses, as stipulated by the School. A U grade is recorded for ungraded courses such as doctoral continuation.

### Grading Scale

In computing averages, the following numerical equivalents are used. The entire grading scale is not used by all schools.

- 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

### Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. 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.

All 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 except for students in the Graduate School of Social Work and the Law School.

The Graduate School of Social Work requires that a student, having obtained permission from the course instructor, may request to extend an Incomplete for more than 30 days after the original exam/paper deadline. The student must submit a designated explanatory form to the Chairperson of the Academic Standards Review Committee. A Graduate School of Social Work student, who fails to remove an I within the 30 days or to secure the extension form from the respective faculty member, will receive an F for the course.

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

Graduate Assistants may not be allowed to carry Incompletes and should consult with their schools regarding their grade change policies.

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

### **Pass/Fail Electives**

Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited number of other courses when approved by the Associate Dean for Academic and Student Services. Connell School of Nursing students enroll in NU 810, NU 811, NU 812, NU 813, NU 901, and NU 902 on a pass/fail basis. Graduate students in the Law School and the Lynch School of Education may not take courses pass/fail unless the entire course has been designated a pass/fail course. School of Theology and Ministry students should contact their school for policies related to pass/fail. Students in the Graduate School of Arts and Sciences, Carroll School of Management, and Woods College of Advancing Studies may not take courses counting toward the degree pass/fail.

### **Good Standing**

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing. Since policies vary, students should consult their school or department for the specific policies regarding academic good standing.

### **Graduation**

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. 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 or August 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](http://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

### **Leave of Absence**

Graduate students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time. Students may obtain the Leave of Absence Form online at [www.bc.edu/student-services](http://www.bc.edu/student-services) and submit it to the Associate Dean's for approval.

Leave time will normally be considered a portion of the total time limit for the degree except for individuals serving in the military. Other exceptions may exist, and students are advised to consult with their department or school for more information. Leaves of absence for students on Doctoral Continuation are rarely granted.

### **Readmission**

Students seeking readmission to the University should consult with the policies and procedures specified by their department or school. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

### **Summer Courses**

In graduate programs, summer courses may be an integral part of the curriculum. Students should consult with their schools for further information.

### **Time-to-Degree**

Unless a program specifies otherwise, the maximum time-to-degree for master's students is five years and the maximum time-to-degree for doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension from the Dean's office or in the Lynch School of Education and the School of Theology and Ministry from the Associate Dean's Office.

### **Transcripts**

All current students submit requests for academic transcripts through their Agora Portal at [portal.bc.edu](http://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](http://www.bc.edu/transcripts).

### **Transcript/Diploma Holds**

The university will not issue diplomas or release transcripts for any student with an outstanding financial obligation to the University, which includes failure to complete a mandatory loan exit interview.

### **Transfer of Credit**

Graduate students, except students in the Law School, may request transfer of not more than six graduate credits. Courses will be considered for transfer if the student has received a grade of B or better and if the course has not been applied to a prior degree. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Students are advised to consult with the procedures and policies of their department or school for exceptions to this policy. In the Law School, no credits may be granted for any graduate work done at another institution if those credits were earned prior to a student's matriculation into a full- or part-time law school program.

### **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 per-

manent 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.

**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**

Graduate students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must go to the Forms page of the Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

### **Withdrawal from Boston College**

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

## **UNIVERSITY AWARDS AND HONORS**

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

*The Patricia Ibert Award:* Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable, and caring person with high personal aspirations who is professionally committed.

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

*The Ann Wolbert Burgess Dissertation Award:* is given to honor a doctoral candidate whose research best addresses an issue related to trauma, victimology, violence or mental health. The criteria for nomination includes demonstrating knowledge of the impact of trauma on individuals, families and/or the community. The award was established in 2007 to advance the work of Ann Wolbert Burgess that first began at the Connell School of Nursing in 1972.

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

## The College of Arts and Sciences

### GRADUATE SCHOOL OF ARTS AND SCIENCES

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

The Graduate School of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts or Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

#### General Information

The Graduate School of Arts and Sciences Admissions Office, McGuinn Hall 531, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admission inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

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

#### Master's Degree Programs

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

###### Acceptance

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

###### Course Credits

The number of graduate credits required for the degree varies by department. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

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

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students who begin the two-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate College of Arts and Sciences for further information.

#### Doctoral Degree Programs

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

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

Requirements for the doctoral degree are specific to departments and may be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

###### Residence

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

###### Interdisciplinary Doctoral Program

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

##### *Traveling Scholar's Program*

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of partial relocation stipends are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

#### Special Students (Non-Degree)

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

Those admitted as special students may take courses only in the department that has recommended their admission. Special students cannot take two classes in different departments at the same time. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

## Admission

### Eligibility and Application Information

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

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

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

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

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 531.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 531.*

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

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

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, McGuinn Hall 531.

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

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable.

### Acceptance

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

### Financial Aid

#### Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including: Graduate Assistantships, Research Assistantships, Teaching Assistantships, Teaching Fellowships, Tuition Scholarships, and University Fellowships.

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

### Fellowships

#### University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

- Graduate students may not receive University financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously.
- Graduate students who hold fellowships or assistantships may not be employed full-time without Dean's approval.

#### Diversity Fellowships

Diversity Fellowships are awarded to promote the educational benefits of diversity in the Graduate School of Arts and Sciences. Diversity Fellowships are available on a competitive basis to students whose academic and life experiences (including such aspects as economic background, race, and ethnicity among others) in the opinion of the relevant Admissions Committee will best contribute to the diversity of the student community.

#### Teaching Fellowships

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

### Assistantships

#### *Graduate Assistantships and Teaching Assistantships*

Teaching and other assistantships are assigned by departments. Assignments, including the nature and number of hours, and stipends vary by department.

#### *Research Assistantships*

Research Assistantships are available in some departments. Research Assistantship duties and stipends vary by department. Summer research opportunities are available on some research projects. For further information, contact the chairperson of the department.

#### *Tuition Scholarships*

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

### Procedures for Financial Aid Recipients

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

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

### Other Sources of Financial Aid

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

### 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

**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

**Joseph Burdo**, *Adjunct Assistant Professor*; Ph.D., Penn State College of Medicine

**Hugh P. Cam**, *Assistant Professor*; Ph.D., Harvard University

**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

**Michelle M. Meyer**, *Assistant Professor*; Ph.D., California Institute of Technology

**Serena Moseman-Valtierra**, *Adjunct Assistant Professor*; Ph.D., University of California, San Diego (Scripps Institution of Oceanography)

**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

#### *Graduate Program Description*

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S. degree. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a bachelor's degree and undergraduate coursework in calculus, physics, biochemistry, biology and chemistry, including organic chemistry. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits. The minimum curriculum for Ph.D. students consists of five

core courses in genetics, biochemistry, molecular biology, cell biology, and bioinformatics (BI 611, BI 612, BI 614, BI 615, BI 616); four additional graduate level (500 or higher) biology courses; two of which must be graduate seminars (800 or higher). Students may petition the graduate program committee to substitute courses when appropriate for their course of study. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

Both Ph.D. and B.S./M.S. students are required to attend departmental colloquia (usually Tuesday afternoons). The degree requires the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member. Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies for at least one semester.

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

### *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, prostate 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, and 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*

**BI 551 Cell Biology of the Nervous System (Spring: 3)**

*Prerequisites:* BI 200 and one of the following: BI 304, BI 305, BI 315, BI 414, or BI 440

This course will focus primarily on central nervous system (CNS) glial cells. These cells make up approximately 90% of the human brain, but are less well studied than neurons. The course will be split into three parts. Part I covers neuroglial cells morphology and physiology. Part II covers functions of glial cells including myelin, immune functions, the blood brain barrier (BBB), and influence of glial cells on neurons. Part III focuses on disease and neuroglial cells, including mechanisms of glial cell injury and recovery of neural function. Autoimmune, infectious diseases, glial cell derived tumors, stroke, and Alzheimer's disease are covered.

*Kenneth Williams*

**Graduate Course Offerings****BI 611 Advanced Genetics (Spring: 2)**

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

*Charles Hoffman*

**BI 614 Graduate Molecular Biology (Fall: 2)**

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

*Anthony Annunziato*

**BI 615 Advanced Cell Biology (Spring: 2)**

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

*Junona Moroianu*

**BI 616 Graduate Bioinformatics (Fall: 2)**

*Gabor Marth*

**BI 799 Readings and Research (Fall/Spring: 3)****By arrangement only**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**BI 801 Thesis Seminar (Fall/Spring: 3)****By arrangement only**

*The Department*

**BI 998 Doctoral Comprehensives (Fall/Spring: 1)****By arrangement only**

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.

*Charles Hoffman*

**BI 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Charles Hoffman*

**BI 803 Malaria Biology and Control (Fall: 3)**

Malaria eradication has returned to the international public health agenda. We will explore the genetics and cell biology of malaria parasites, mosquito vectors and human hosts, to achieve a better understanding of malaria biology; the successes and failures of the previous eradication effort; and prospects for eradication in our lifetimes.

*Marc Muskavitch*

**Chemistry****Faculty**

**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

**Chia-Kuang (Frank) Tsung**, *Assistant Professor*; B.S., National Sun Yat-sen University; Ph.D., University of California at Santa Barbara

**Dunwei Wang**, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

**Eranthie Weerapana**, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

**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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#### Graduate Program Description

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

#### Ph.D. Degree Requirements

There is no total credit requirement for the Ph.D. degree. All entering graduate students are required to take the core graduate courses that are designed to provide a reasonable and broad level of proficiency in the various chemistry disciplines, in addition to at least two advanced courses in the student's chosen focus of research. Core courses may include Mechanistic Organic Chemistry, CH 537; Principles of Chemical Biology, CH 560; and Physical Chemistry: Principles and Applications, CH 676. Every student is expected to attain a GPA of at least 3.0 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 18 credits of coursework during the first year of study. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

Advanced course selection will depend on the student's research areas and are chosen in consultation with their research advisor. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year. These exams test the student's development in his or her major field of interest and critical awareness and understanding of the current literature. Ph.D. candidates must pass eight cumulative exams in their area from 20 possible.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Department Chairperson.

#### M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although, course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

**Undergraduate and Graduate Course Offerings****CH 501 Nanoscale Integrated Science (Spring: 1)**

Cross Listed with BI 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 560 Principles of Chemical Biology (Fall: 3)***Prerequisites:* CH 231-232 or equivalent

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

*Steven Bruner**Jiamin Gao***CH 561-562 Biochemistry I and II (Fall/Spring: 3)***Prerequisites:* CH 231-232 or equivalent*Corequisites:* CH 515, 516

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action.

*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 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*

### *Graduate Course Offerings*

**CH 799 Reading and Research (Fall/Spring: 3)**

**Lab fee required**

**By arrangement only**

A course required of Ph.D. matriculants for each semester of research.

*Scott Lawrence*

*Mary Roberts*

**CH 800 Reading and Research (Spring: 3)**

**Lab fee required**

**By arrangement only**

A course required of Ph.D. matriculants for each semester of research.

*Evam Kantrowitz*

**CH 801 Thesis Seminar (Fall/Spring: 3)**

**Lab fee required**

**By arrangement only**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*Amir Hoveyda*

*The Department*

**CH 802 Thesis Direction (Fall/Spring: 1)**

*Mary Roberts*

*The Department*

**CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)**

*The Department*

**CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)**

*The Department*

**CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)**

*The Department*

**CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)**

*Jiamin Gao*

*The Department*

**CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)**

*Dunwei Wang*

*The Department*

**CH 998 Doctoral Cumulative Examinations (Fall/Spring: 1)**

**By arrangement only**

*The Department*

**CH 999 Doctoral Continuation (Fall/Spring: 1)**

**By arrangement only**

*The Department*

### **Classical Studies**

#### *Faculty*

**Dia M.L. Philippides**, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern**, *Associate Professor*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**Kendra Eshleman**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

**Daniel Harris-McCoy**, *Assistant Visiting Professor*; B.A. Reed College, Ph.D., University of Pennsylvania

**Gail L. Hoffman**, *Assistant Professor*; Temporary Chairperson of the Department; A.B., Yale University; M.A., Ph.D., University of Michigan

#### **Contacts**

- Secretary: Lillian Reisman, 617-552-3661, [lillian.reisman@bc.edu](mailto:lillian.reisman@bc.edu)
- [fmwww.bc.edu/CL](http://fmwww.bc.edu/CL)

### *Graduate Program Description*

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

#### **Requirements for the M.A. Degree**

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

#### **Requirements for the M.A.T. Degree**

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete 15 credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel.

### *Undergraduate and Graduate Course Offerings*

#### **CL 070-071 Intermediate Modern Greek I and II (Fall/Spring: 3)**

*Prerequisites:* CL 060-061 or equivalent

These second-year courses 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)**

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

*Gail Hoffman*

#### **CL 206 Roman History (Spring: 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 development from private, ecclesiastical collections of classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the ancient city of Dura Europos in Asia Minor. Topics include the following: selecting, researching and installing works of Classical art; the museum's function in its social context; the role of 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 Hoffman*

#### **CL 226 Age of Augustus (Spring: 3)**

This course will explore the reign of Augustus, who presided over the birth of the Roman Empire following the final collapse of the Republic. Emphasis will be given to the political and cultural life of this period, paying particular attention to Augustus' restoration of political stability, construction of a public identity, role in the florescence of literature, art, and architecture that occurred during his rule, and their contribution to the formation of an Augustan ideology.

*Daniel Harris-McCoy*

#### **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)**

**Cross Listed with EN 183**

The course will explore the status of women as seen by such authors as Homer, Hesiod, Semonides, Sappho, and Plato as well as some playwrights and contemporary Greek writers. A wide range of topics will be discussed from the above selected readings. There will be a focus on roles and relationships between gods and goddesses, husbands and wives, mothers (parents) and children as part of the societal structure.

*Maria Kakavas*

#### **CL 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)**

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

*Kendra Eshleman*

#### **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*

**CL 375 Advanced Latin Poetry: Virgil's *Aeneid 2 and 6* (Fall: 3)**

Virgil's epic accounts of the past and future of the Roman Empire. In *Aeneid 2*, Aeneas narrates the fall of Troy including the ruse of the Trojan Horse. Pyrrhus' brutal murder of King Priam, and Aeneas' own escape from burning Troy. In *Aeneid 6*, Aeneas descends into the Underworld, where he meets literal skeletons from his closet and receives glorious vision of Rome's future history. Throughout we will consider how Virgil's poem functions as a complex, sometimes grim foundation myth for Augustus' Imperial Rome.

*Daniel Harris-McCoy*

**CL 386 Studies in Words (Spring: 3)**

*Michael Connolly*

**Graduate Course Offerings****CL 790-791 Readings and Research I and II (Fall/Spring: 3)**

**By arrangement only**

*Charles F. Ahern, Jr.*

*The Department*

**CL 888 Interim Study (Fall/Spring: 3)**

**By arrangement only**

*The Department*

**Earth and Environmental Sciences****Faculty**

**George D. Brown, Jr.**, *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

**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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- Department Chair: Dr. Gail C. Kineke, gail.kineke@bc.edu
- 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

**Graduate Program Description****Master of Science**

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

**Application**

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by January 15. Later applications will be considered for financial aid if funding is available.

### M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

### Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Earth and Environmental Sciences offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Earth and Environmental Sciences. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (please indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of

Earth and Environmental Sciences is January 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in Earth and Environmental Sciences. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Earth and Environmental Sciences, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

### Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Earth and Environmental Sciences. It requires admission to both the Lynch School of Education and the Department of Earth and Environmental Sciences. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

### M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Earth and Environmental Sciences Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

### Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of courses is available in the Department.

### Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Earth and Environmental Sciences at Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a 12-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated,

scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at [www.bc.edu/westonobservatory](http://www.bc.edu/westonobservatory).

### *Undergraduate and Graduate Course Offerings*

#### **GE 250 Environmental Geology (Fall: 4)**

*Prerequisite:* GE 132

*Corequisite:* GE 251 Lab

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)**

*Prerequisite:* Two years of college work or permission of the instructor

**Offered Biennially**

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's four-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. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail C. Kineke*

#### **GE 398 Statistical Analysis of Scientific Data (Fall/Spring: 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 480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* GE 481 Lab

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical assignments in the two-hour lab will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields. Students will gain working experience of applying GIS to their studies and research, as well as achieve practical skills for the marketplace.

*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 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.



Methods of digital image processing and enhancement are discussed.

*Noah P. Snyder*

### **GE 530 Marine Geology (Fall: 3)**

*Prerequisite:* 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 535 Coastal Processes (Spring: 3)**

*Prerequisite:* Calculus and physics are recommended

**Offered Biennially**

This course is a study of the physical and geological processes responsible for the formation and evolution of coastal environments. The course takes a morphodynamic approach by studying the coupled suite of hydrodynamic processes, seafloor morphologies, and sequences of change. Topics to be covered include: classification of coasts, sea level change, shallow water physical oceanography and sediment transport, and coastal environments (barrier islands and beaches, deltas, estuaries). Includes problem sets and field trip(s) to the coast.

*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.*

### **Graduate Course Offerings**

#### **GE 693 Earth Systems Seminar (Fall: 3)**

*Prerequisite:* Upper level undergraduates may enroll by permission of the instructors.

**Offered Triennially**

This is a graduate level multidisciplinary course offered annually by the Department on a variety of topics related to research interests of the faculty. The Earth Systems Seminar is primarily intended for beginning graduate students, but upper level undergraduate students may enroll by permission of the instructors.

*Doug Edmonds*

*Gail C. Kineke*

#### **GE 798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

#### **GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

*The Department*

#### **GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

## **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., Universität 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 Graduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu
- Administrative Assistant: Kathy Tubman, 617-552-3670, tubman@bc.edu
- www.bc.edu/economics

### Graduate Program Description

#### Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 48 credits. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of the three courses taken in the second semester of the first year: EC 741, EC 751, and EC 771. These three courses are each worth 4 credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, industrial organization, international economics, international trade and development, international finance and macroeconomics, labor economics, monetary economics, public sector economics, advanced micro theory, advanced

macro theory, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at [www.bc.edu/economics](http://www.bc.edu/economics).

#### Admission Information

An online application for your convenience is located at [gsas.bc.edu](http://gsas.bc.edu). Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, or send an email request to [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). Any questions regarding admission requirements should be directed toward [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). For further information, regarding the Ph.D. program, send an email to Gail Sullivan at [sullidde@bc.edu](mailto:sullidde@bc.edu).

#### Graduate Course Offerings

##### EC 720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

*Peter Ireland*

##### EC 740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

*Marvin Kraus*

*Uzi Segal*

##### EC 741 Microeconomic Theory II (Spring: 4)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

*Uzi Segal*

*Utku Unver*

##### EC 750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

*Fabio Schiantarelli*

**EC 751 Macroeconomic Theory II (Spring: 4)**

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

*Susanto Basu*

**EC 770 Statistics (Fall: 3)**

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory, and maximum likelihood estimation.

*Zhijie Xiao*

**EC 771 Econometrics (Spring: 4)**

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

*Christopher Baum*

**EC 798 Economics Practicum (Fall/Spring: 1)**

*Prerequisite:* Permission of the Director of Graduate Studies

*Richard Tresch*

**EC 799 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

*Richard Tresch*

**EC 802 Advanced Microeconomic Theory (Spring: 3)**

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice, and kidney exchange.

*Tayfun Sonmez*

**EC 821 Time Series Econometrics (Fall: 3)**

*Prerequisite:* EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

*Zhijie Xiao*

**EC 822 Cross Section and Panel Econometrics (Fall: 3)**

*Prerequisite:* EC 771

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

*Stefan Hoderlein*

**EC 827 Econometric Theory I (Fall: 3)**

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on the single equation regression model and its many extensions. Topics include finite and asymptotic properties of estimators, specification issues, autocorrelation and heteroskedasticity, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.

*Arthur Lewbel*

**EC 828 Econometric Theory II (Spring: 3)**

*Prerequisite:* EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

*Karim Chalak*

**EC 853 Industrial Organization I (Spring: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi*

**EC 854 Industrial Organization II (Fall: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank Gollop*

**EC 861 Monetary Theory I (Fall/Spring: 3)**

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

*The Department*

**EC 862 Monetary Theory II (Fall: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Fabio Schiantarelli*

**EC 865 Public Sector Economics I (Spring: 3)**

This course provides a foundation for the study of the public sector within a market economy, covering the first-best analysis of public expenditures, transfer payments, taxation, and fiscal federalism: the interrelationships between the different levels of government. A selection of second-best informational problems in these areas is also considered.

*Hideo Konishi*

**EC 866 Public Sector Economics (Fall: 3)***Hideo Konishi***EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*Eyal Dvir***EC 874 Topics in International Macroeconomics (Spring: 3)***Prerequisite:* EC 872*Corequisite:* EC 861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

*Fabio Ghironi***EC 875 Political Economy of Trade and Development (Spring: 3)**

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy will also be emphasized.

*James Anderson***EC 885 Analysis of Labor Markets (Fall: 3)**

*Prerequisite:* EC 822 which may be taken prior to or concurrently with EC 885.

A comprehensive approach to the analysis of labor markets focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting (as in some European countries and transitional economies), migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation. Heavy emphasis is placed on specification and estimation of empirical models.

*Andrew Beauchamp***EC 886 Current Topics in Labor Economics (Spring: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

*Mathis Wagner***EC 900 Third Year Thesis Workshop (Fall/Spring: 1)**

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

*Susanto Basu (Spring)**Donald Cox (Fall)**Arthur Lewbel (Fall)***EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)**

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

*Susanto Basu (Spring)**Donald Cox (Fall)**Arthur Lewbel (Fall)***EC 998 Doctoral Comprehensives (Fall/Spring: 1)**

Required for doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

*Richard Tresch***EC 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for Doctoral Continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Richard Tresch***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 Henty**, *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*; 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

## ARTS AND SCIENCES

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**Paul Mariani**, *University Professor of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

**Suzanne M. Matson**, *Professor*; Chairperson of the Department; B.A., Portland State University; M.A., Ph.D., University of Washington

**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

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**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

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**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

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**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

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**James D. Wallace**, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

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**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

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### Graduate Program Description

#### Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision

of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

#### **Master of Arts Concentration in Irish Literature and Culture**

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History (where there is already a graduate program in Irish History) Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Philip O'Leary, James Smith, and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

#### **Master of Arts in Teaching**

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education

include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### **Graduate Assistantships and Teaching Fellowships**

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

#### **Program in Linguistics**

In the Department of Slavic and Eastern Languages and Literatures, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

#### **Doctor of Philosophy Program**

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

#### **Course Requirements**

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

#### **Language Requirement**

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

#### **Examinations**

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The

dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

**Prospectus, Dissertation, and Defense**

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

**Teaching**

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

**Graduate Colloquium**

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

**Good Standing**

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

***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. Connolly*

**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*

***Graduate Course Offerings*****EN 704 Human Rights and the Twentieth Century Novel (Fall: 3)**

This course presents a survey of the novel in English, from a variety of national contexts throughout the twentieth century, specifically

with an eye to how novel-form mediates readers' perceptions of the concept of modern human rights. We will also spend some time on human rights in critical theory and in history.

*Lisa Fluet*

**EN 714 Writing the Self in Early Modern England (Fall: 3)**

A graduate seminar exploring modes of self-representation in early modern England, from portraits and personal ornaments to experimental literary forms (diaries, eye-witness accounts, martyrologies, early "lives," histories and chronicles, "defenses"). We will consider the lives (and representations) of sixteenth and seventeenth-century martyrs, royals, poets, statesmen, scientists and bigamists, among others. How is selfhood performed, re-enacted, and reformed in the period? How do early modern anxieties about the contingent nature of selfhood help to shape nascent forms of autobiography and biography? Works by More, Foxe, Hoby, Clifford, Walton, Cavendish, Pepys, Carleton, among others.

*Amy Boesky*

**EN 716 Shakespeare and Donne (Spring: 3)**

This course proposes to make a comparative study, with its principal attention falling upon erotic poetry and the vexed questions raised in relation to reading it by the existence of biographical narratives about these writers. We will also attend to the history of how biography has been used in various attempts to manage interpretation of their writings. The principal readings are likely to be Shakespeare's sonnets and *Venus and Adonis*; Donne's *Elegies, Songs and Sonnets*, and *Verses*; and *Antony and Cleopatra* and *Measure for Measure*.

*Dayton Haskin*

**EN 722 Irish Literary Revival (Spring: 3)**

This course will introduce students to one of the most important literary and cultural movements of the twentieth century—the Irish Literary Revival. We will study the poetry, prose, and drama of the Revival in their broader contexts, including works by W. B. Yeats, J. M. Synge, Augusta Gregory, and Douglas Hyde. We will also engage the Revival's critics, such as James Joyce and G. B. Shaw. In addition, students will learn how to work with the special collections related to the Revival in the Irish archives of the Burns Library.

*Marjorie Howes*

**EN 725 1916 and After (Spring: 3)**

1916 remains a resonant year in Irish cultural history. Much of the twentieth century the Easter Rising and the Battle of the Somme were considered to represent the antagonism between nationalism and empire, rebellion and service, liberty, and oppression. These oppositions were tested continuously in literature and art. Our interest will be to examine how historical event relates to cultural practice. Taking 1916 as a major moment of cultural and political transition globally, this course traces the experimental landscape of revolution and its aftermath in modernism through the work of Beckett, Elizabeth Bowen, James Joyce, Jack and William Butler Yeats.

*Nicholas Allen*

**EN 729 Woolf and Stevens (Fall: 3)**

A course focusing on the aesthetics of impersonality in Woolf and Stevens, it will, in the perhaps unexpected encounter it stages, also question the categories through which we organize our understanding of literature, especially nation, genre, and period. What is visible in Stevens' poetry if it is read in the context of British modernism, and in the context of modernism's equivocal relation to the Victorian novel

and aestheticism? What might be perceived in Woolf's novelistic innovations if they read in the context of a poetic tradition—and in her novels if read as if they were poems?

*Kevin Ohi*

**EN 738 Agamben and His Universe (Spring: 3)**

This course will focus on Giorgio Agamben along with philosophers, artists, and theorists with whom his work intersects: St. Paul, Simone Weil, Aristotle, Titian, Scholem, Arendt, Benjamin, Heidegger, Bataille, Foucault, Deleuze, and Derrida, Debord. It will engage topics such as the relation of political theory to ethics; Agamben's relation to psychoanalysis; messianism; the "human" and the relation of the human to animality; pornography; time and cinematic time; the profane vs. the sacred; the society of the spectacle; sovereignty, the state of exception, and biopolitics. Agamben's elegant writing animates all sorts of historical, cultural, political, philosophical, ethical, aesthetic, and theological arenas.

*Frances Restuccia*

**EN 746 The City in American Literature and Culture (Spring: 3)**

We will consider how American literature and culture has responded to the formal and conceptual challenges posed by cities. Taking an American Studies approach to our subject, our inquiry will include not only novels (e.g., *Sister Carrie*, *The Street*, *The Fortress of Solitude*) and other literary forms but also film (e.g., *Chinatown*, *Blade Runner*, *Do the Right Thing*), painting, music, landscape, and more. We'll also read scholars like Betsy Klimasmith, Max Page, and Catherine Jurca who offer interdisciplinary models for relating the interpretation of texts to the social, economic, and political facts of city life.

*Carlo Rotella*

**EN 747 Sex, Gender, and the Body in Early Modern England (Spring: 3)**

This graduate seminar is designed to explore how sex, gender, and the body were variously negotiated in sixteenth- and seventeenth-century English texts—everything from the medical to the pornographic, from the poetic to the pedestrian. We will also be considering the main scholarly debates that have shaped and currently are shaping studies of the early modern body and sexuality. Sample texts include: Neville's *Isle of Pines*, Cavendish's *Bell in Campo*, Jane Sharp's *Midwives Book*, Shakespeare's *Titus Andronicus*, Marlowe's *Edward II*, and Middleton's *Women Beware Women*.

*Caroline Bicks*

**EN 759 Pulp, Popular, Proletarian (Fall: 3)**

This is a course on the underground worlds of American writing that often remain out of view in the academy. Working from contemporary cultural studies, we will focus on three different forms of nineteenth and twentieth century American prose: working class narrative (for instance, proletarian fiction or memoir from the 1930s) "pulp" or sensational literatures (dime novels, or nonfiction exposés of poverty, prisons, or crime); and popular romance genres (adventure, mystery, "true confessions"). Readings will include not only samples of these particular genres, but attempts by well-known American writers to adapt them to elite practices and experimental styles.

*Christopher Wilson*

**EN 761 Black Cultural Studies (Fall: 3)**

This course looks at how theories about race and popular culture intersect with critiques of state violence, empire and postcoloniality. Focusing on texts written after World War II, this course considers how

race theory is informed by Third World decolonization, immigration from the periphery to the center, the Cold War and the Non-Aligned Movement, as well as the rise of the U.S. during the "American Century." Special attention will be paid to pop culture forms music, fashion, film and the subcultures and social movements out of which they emerge.

*Cynthia Young*

**EN 762 Fourth Genre: Contemporary American Literary Nonfiction (Spring: 3)**

The "fourth genre" refers to works of creative nonfiction that contain literary features more commonly associated with poetry, drama, or fiction. In this course, we will focus on three popular subgenres of contemporary American creative nonfiction: essay, memoir, and immersion journalism. Our study will be historical (we will look at sources and precedents for each of these subgenres); theoretical (we will read Adorno, Barthes, others); and experiential (members of the class will write both scholarly essays and creative nonfiction). Writers might include Tom Wolfe, Joan Didion, Jamaica Kincaid, David Foster Wallace, Annie Dillard, Mary Karr, and Tobias Wolff.

*Lad Tobin*

**EN 765 What is Performance? (Fall: 3)**

**Fulfills the M.A. theory requirement**

This course maps the emerging field of performance studies, which fuses theater studies, anthropology, ethnography, and feminist and post-structuralist theory. We will test the utility of the field's primary concepts, especially "the performative," for the analysis of specific cultural performances, ranging from scripted plays to rites of passage to 1970s glam rock to performance

*Andrew Sofer*

**EN 766 Feminist Theory (Fall: 3)**

This class surveys major movements in twentieth and twenty-first century Anglo-American and French feminist literary theory. Though our main focus will be theories of textual analysis, some of our readings will draw from interdisciplinary subjects, such as, history, anthropology, and biology. Working primarily from the \*Norton edition of *Feminist Literary Theory and Criticism* (edited by Gilbert and Gubar), as well as some supplemental readings, the class covers foundational texts; key readings in British and American literary feminism; "écriture feminine," feminist psychoanalytic and narratological approaches to texts and films; and postcolonial feminism.

*Elizabeth Wallace*

**EN 769 Dickens (Fall: 3)**

Charles Dickens, the first great master of the popular literary marketplace, wrote prolifically in many genres, usually within the same work. This course will focus on some major novels, read alongside journalistic pieces and contemporary criticism. We will attempt to build up a picture of Dickens's characteristic psycho-social scenarios, his range of styles, and the variations he played on recurrent themes throughout his career. Novels will probably include *Oliver Twist*, *David Copperfield*, *Dombey and Son*, *Bleak House*, and *Our Mutual Friend*. We will sample a range of critical approaches.

*Rosemarie Bodenheimer*



### EN 780 Readings in Theory (Spring: 3)

Cross Listed with PL, 780, RL 780

Offered Periodically

Conducted in English

Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

See course description in the Romance Languages and Literatures department.

*Ernesto Livon-Grosman*

### EN 782 Issues and Methods in American Studies (Spring: 3)

This course offers an introduction to the field of American Studies, which focuses on the interdisciplinary study of American culture. We will read a range of recent scholarship, exploring diverse approaches, methods, and issues of interest. In the process, we will assemble a “tool kit” of critical skills for making interpretive arguments about aspects of culture in their historical moments. The cultural forms we analyze may include popular fiction, film, music, religion, and others.

*Christina Klein*

### EN 801 Thesis Seminar (Fall: 3)

*The Department*

### EN 820 Modern American Poetry and Poetics (Fall: 3)

An analysis of the rise of modern American poetry in the crucial decades between Frost’s *North of Boston* and Pound’s free verse experiments to the publication of *The Bridge* and the *Great Depression*. We’ll also examine *The Waste Land*, the early Cantos, the radical experimentation of the New York and Chicago schools, the Great War and modern memory, Dadaism, Surrealism, Symbolism, Gertrude Stein, Picasso, and Braque, as well as the legacies of Whitman and Dickinson, Hopkins and Hardy, Yeats, Williams, Stevens, Marianne Moore, H.D., and the Harlem Renaissance.

*Paul Mariani*

### EN 825 Composition Theory and the Teaching of Writing (Spring: 3)

This course is designed to prepare graduate students to teach introductory college-level writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theory has influenced the teaching and study of composition.

*Paula Mathieu*

### EN 844 Medieval Mystics (Spring: 3)

All texts will be read in Middle English, but no previous knowledge is required.

Writings about mystical experience make up the most intense, most emotional, and most controversial genre of medieval literature. Mystics lived inner lives that distinguished them sharply from their fellow humans and outer lives that often threatened the religious and secular institutions of their day. In this course we will read five English mystics: Richard Rolle (d. 1349); Walter Hilton (d. 1396); the anonymous author of *The Cloud of Unknowing*; Julian of Norwich (d. 1414); and Margery Kempe (d. 1440).

*Robert Stanton*

### EN 849 Romantic Texts and Contexts (Spring: 3)

Provides graduate students with an advanced introduction to the scholarly and critical study of poetry published in the British Romantic era (1780-1832). It is appropriate both for students who have had some undergraduate course work in the field and those who are relatively new to British Romanticism. We will read a number of poems in

various genres (lyric, narrative, and dramatic) and in relation to various ways of contextualizing poetry. Authors will include the canonical poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) as well as several women poets (Barbauld, Hemans, and Landon) and other noncanonical poets.

*Alan Richardson*

### EN 872 The Whitman Tradition (Spring: 3)

Our effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Whitman’s *Leaves of Grass*, characterized by free verse, long lines, a radically democratic, anti-hierarchical ethos, and the call of the open road. To what extent, we will ask, do poets whose work looks very different from Whitman’s still find a place in this tradition. Writers to be considered (other than Whitman himself) will most likely include Emerson, Dickinson, Stevens, Williams, Ginsberg, Snyder, and others.

*Robert Kern*

### EN 887 Introduction to Advanced Research (Fall/Spring: 3)

This course asks students to contemplate the kind of literary scholar they want to be, and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods, and by learning about research techniques in complimentary fields of study, students will become grounded in the basics of contemporary literary studies. Readings on academic scholarship, disciplinary methods, in addition to workshops on traditional and special library collections and internet resources define this course.

*Min Song*

*James Wallace*

### EN 899 Readings and Research (Fall/Spring: 3)

*The Department*

### EN 934 Advanced Research Colloquium (Fall: 3)

This seminar for Ph.D. students in their third or fourth years will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include the Conference Paper, the Scholarly Article, the Dissertation, Teaching, and the Academic Job Market.

*Laura Tanner*

### EN 942 Ph.D. Seminar: Theorizing Visual Culture (Spring: 3)

This course will explore the interdisciplinary field of visual culture: the potential and the limitations of a semiotic approach to “reading” images drawn from popular culture and high art (with the help of Roland Barthes, John Berger, Mieke Bal, WJT Mitchell, and others); the history of seeing as it is continually transformed by technology, ideology, and various cultural institutions of knowledge and control (by way of Benjamin, Crary, Krauss, and others). Theoretical readings will take us through a variety of methodologies and disciplines including psychoanalysis, political theory, aesthetics, deconstruction, gender studies, philosophy, and literature.

*Robin Lydenberg*

### EN 943 Ph.D. Seminar: Irish Fiction and Culture, 1960-Present (Fall: 3)

This seminar investigates recent Irish fiction in the context of Irish cultural criticism emerging over the past quarter century. We will examine significant societal shifts and attempt answers to ongoing

cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in Celtic Tiger Ireland, the challenges and contradictions posed by the Peace Process, issues of gender, sexuality, and ethnicity in the “New Ireland.”

*James Smith*

#### EN 998 Doctoral Comprehensive (Spring: 1)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

#### EN 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## History

### Faculty

**Andrew Bunie**, *Professor Emeritus*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

**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

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**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

**Deborah Levenson-Estrada**, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**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

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

**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

**John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**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

- Administrative Assistant: Colleen O'Reilly, 21 Campanella Way, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, 21 Campanella Way, 412E, 617-552-3781, rebecca.rea.1@bc.edu
- [www.bc.edu/history](http://www.bc.edu/history)

### Graduate Program Description

The M.A. and Ph.D. degrees are offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers course work in three comparative areas: Atlantic World, Empires and Legacies, and Religious History. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

### Doctor of Philosophy in History

The Ph.D. degree in History is offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers coursework in three comparative areas: Atlantic World, Empires and Legacies, and Religious History.

During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

*Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

*Plan of Study:* By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may offer, as one of the two minor areas, a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

*Fields of Study:* United States history: U.S. to 1877; U.S. since 1860; Intellectual and Cultural; Social, Economic, and Labor; Southern; Urban; Race and Ethnicity; Religion; Diplomatic; Gender and Women; African American; Legal and Constitutional.

Medieval: Social and Economic; Religious and Cultural; Anglo-Saxon and Anglo-Norman; Early Medieval France and Flanders; Byzantine.

Early Modern European: Religious, Intellectual and Cultural, Social and Economic, Gender and Women, Early Modern Britain, Early Modern France.

Modern European: Europe, 1789-1914; Modern Europe, 1870-1945; Contemporary Europe; Intellectual and Cultural; Social, Economic, and Labor; Diplomatic; Religious; Imperialism; Modern Britain; Modern France; Modern Germany; Modern Ireland.

Russian and Eastern European: Pre-Revolutionary Russia, Soviet.

Latin American: Colonial Latin America, Modern Latin America, Central America/Caribbean.

Asian: China; India and South Asia; Japan.

African and Middle Eastern: Africa; Empires and Legacies; Middle East; Religion; Slavery and the Slave Trade.

Comparative Concentrations: Atlantic World; Empires and Legacies; Religious History.

*Language Requirement:* Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

*The Comprehensive Exam:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members—two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

*The Dissertation:* Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

### Master of Arts Programs

The M.A. degree in History is offered with concentrations in Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history. The department also offers coursework in African, Middle Eastern and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at 617-552-4214.

*Requirements:* The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

*Plan of Study:* All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 hours) can be taken in the major field. Major fields for the M.A. are Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history; or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

*Language Requirement:* Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

*Exam and Thesis:* Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member—from the minor area.

Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

## Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

### Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is January 2. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

### Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467, or email [rebecca.rea.1@bc.edu](mailto:rebecca.rea.1@bc.edu).

### *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**

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*

**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 States 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 Represent 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.

*Prasanna 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 semesters 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: The Irish and American Contexts (Fall: 3)***Prerequisites:* HS 001 through HS 094**Offered Periodically**

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will examine Irish women and emigration beginning with a study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America. Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America.

*Ruth Ann Harris*

**HS 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 U.S.S.R., 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)**

*Prerequisites:* 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 511 Race and Ethnicity and the Twentieth Century U.S. Cities (Spring: 3)**

*Llana Barber*

**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**

These lecture-discussion courses explore 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 two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of 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 two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War,



with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.

*Kevin Kenny*

### **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**

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*

### **Graduate Course Offerings**

#### **HS 799 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of Instructor, Graduate Student Status

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

#### **HS 802 Colloquium: Introduction to Doctoral Studies (Fall: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

This graduate colloquium is required for and limited to first-year doctoral students in history. The course will explore a range of theoretical and methodological approaches to the study of the past. Exemplary works from a range of regional historiographies will constitute a significant portion of the course reading. The course aims to introduce entering students to central traditions and debates in the discipline.

*Devin Pendas*

#### **HS 822 History and Memory in Theory and Politics (Spring: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

*Franziska Seraphim*

#### **HS 838 Colloquium: International History: Markets, States and the "Transnational" (Spring: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

Historians have increasingly sought to transcend the limits of purely national or local history, but their success has been mixed. It is hard to imagine, let alone research or write, truly global history. What is possible is to examine processes that are by definition transnational by focusing on the mechanisms and institutions that connect people,

economies and political systems across borders. The course will emphasize moments when projects to order the relationship between states and economies were most visible and insistent - typically after major wars and financial crises - and the success or failure of such grand projects.

*James Cronin*

#### **HS 842 Graduate Colloquium: Ireland Before 1850 (Spring: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

This colloquium will explore some of the major issues in Irish history before 1850. The focus will be upon the development of a new post-revisionist Irish historiography. Reading will concentrate on works published in the last decade.

*Kevin O'Neill*

#### **HS 860 Grad Colloquium: Race, Gender, Sexuality, and the State in Modern U.S. History (Fall: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

This course examines the historical role of the state in shaping processes of racial, ethnic, and gender identity formation as well as relationships of power between dominant cultures and marginalized groups. Focusing on a number of different loci of state power, including institutions such as the military, school, prison, and asylum and agents such as public health authorities, reformers, immigration officials and other bureaucrats, we will explore the ways in which the state engages in the construction and maintenance of normative categories of race, ethnicity, gender, sexuality, and citizenship.

*Martin Summers*

#### **HS 865 Colloquium: Religion in America (Spring: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

This course will review the historical literature on religion in America. After examining overview texts, we will explore the historiography of selected topics, including: Native American religion and European contact; the Great Awakenings and the origins and development of evangelical religion; indigenous religious movements in America; and the interplay of race, ethnicity, and religion.

*James O'Toole*

#### **HS 871 Colloquium: U.S. History to 1877 (Fall: 3)**

*Prerequisite:* Graduate Student Standing

##### **Offered Periodically**

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.

*Owen Stanwood*

#### **HS 897 Core Colloquium: Modern European History (Fall: 3)**

*Prerequisite:* Graduate Student Standing

##### **Required for all incoming Ph.D. students**

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

*Julian Bourq*

**HS 921 Seminar: Medieval History (Fall: 3)**

*Prerequisite:* Graduate Student Standing

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources.

*Robin Fleming*

**HS 971 Seminar: Nineteenth Century America (Fall: 3)**

*Prerequisite:* Graduate Student Standing

**Offered Periodically**

This seminar will explore selected topics in nineteenth-century American history. We will examine issues surrounding the identification, criticism, and use of primary sources, conventions of scholarly usage, and forms of historical argumentation. Each member of the seminar will identify a research topic, develop a proposal, conduct research in local archives, and present a substantial research paper for critique and revision.

*Kevin Kenny*

**HS 978 Seminar: Twentieth-Century America (Spring: 3)**

*Prerequisite:* Graduate Student Standing

**Offered Periodically**

This course is designed to allow students to explore in depth a topic of interest in the history of the United States in the twentieth century. Based on extensive research in archival and other primary sources, students will prepare a substantial research paper, suitable for publication in a scholarly journal. In addition, students will complete a number of research exercises, designed to improve their skills in the identification and interpretation of historical sources.

*James O'Toole*

**HS 992 Seminar: Dissertation Seminar (Spring: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

*Paul Breines*

**HS 997 Dissertation Workshop (Fall/Spring: 1)**

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

*The Department*

**HS 998 Doctoral Comprehensives (Fall/Spring: 1)**

*The Department*

**HS 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

**Mathematics****Faculty**

**Gerald G. Bilodeau**, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University

**Paul R. Thie**, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University

**Joseph F. Krebs**, *Assistant Professor Emeritus*; A.B., M.A., Boston College

**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University

**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

**Martin J. Bridgeman**, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

**Solomon Friedberg**, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

**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. Jensen**, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**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](http://www.bc.edu/math)

**Graduate Program Description**

The Department of Mathematics offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in mathematics; to (2) the Master of Science in Teaching (M.S.T.) degree in education, in conjunction with the Lynch School of Education; and to (3) a dual Master of Arts/Master of Business Administration (M.A./M.B.A.) degree, in conjunction with the Carroll School of Management.

### Ph.D. Degree Requirements

The requirements for the Ph.D. fall into five categories: coursework, examinations (Preliminary, Language and Comprehensive), teaching, a dissertation, and a residency requirement of two consecutive semesters with full-time registration.

**Coursework:** Students must complete at least 50 credit hours at the graduate level, including the first-year core curriculum, and receive a grade of B- or higher in at least 44 of these. The first-year program consists of core courses in Algebra (MT 806, 807), Geometry/Topology (MT 808, 809), Real Analysis (MT 810), Complex Analysis (MT 811), Graduate Teaching Seminar (MT 890), and Graduate Research Seminar (MT 892). The second year is devoted to electives. Students with prior comparable coursework may be exempted from one or more of the first-year graduate courses, upon approval of the Assistant Chair for Graduate Programs. Up to 18 credit hours of the coursework requirement may be waived for students with prior graduate work, upon approval of the Assistant Chair for Graduate Programs.

**Examinations:** There are three types of examinations: Preliminary, Language, and Comprehensive.

**Preliminary:** All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass, M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for special circumstances such as extended illness. A student with advanced preparation may choose to take one or more of the preliminary examinations immediately upon entering Boston College. In such a case, the examination would not count as one of the student's two attempts, and failure of the examination would have no negative consequences. Students who wish to take an examination upon entrance should notify the Assistant Chair for Graduate Programs in writing by mid-July that they intend to do so.

**Language:** This exam consists of translating mathematics from French or German into English. The student will select, in consultation with a faculty member, a book or substantial article in the chosen language, and will be asked to translate passages from it with the aid of a dictionary.

**Doctoral Comprehensive:** After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam

can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

**Teaching:** In addition to their responsibilities as teaching assistants and teaching fellows, students participate in the required Graduate Teaching Seminar in the fall semester of their first two years. The first-year teaching seminar is for teaching assistants, covering their responsibilities both to their students and their supervisors, and providing guidance on leading a classroom for the first time. The second-year teaching seminar is for teaching fellows, providing guidance for teaching one's own class.

**Dissertation:** Upon satisfactory performance on the Language and Doctoral Comprehensive Examinations, the student is eligible to be admitted to candidacy for the Ph.D. To be admitted, the student formally constitutes a Dissertation Committee which is then approved by the Assistant Chair for Graduate Programs. The Comprehensive Examination Committee will typically become the student's Dissertation Committee; any changes of membership require the department's approval. At this point the student begins research for the doctoral dissertation. The dissertation must consist of original scholarly work. The Dissertation Committee will read and evaluate the completed dissertation and conduct an oral examination, at which the dissertation is defended in a public meeting. The dissertation is accepted when endorsed on the official title page by the Dissertation Committee after the oral examination. After ensuring that the format of the accepted dissertation conforms to Boston College requirements, the student submits the dissertation to the University.

Qualified students accepted to the program are offered financial aid stipends and tuition remission. It is anticipated that support will be provided for five years of study, given reasonable progress toward the degree and acceptable performance of Teaching Assistant/Fellow duties.

More information about the Ph.D. program can be found at the graduate program menu option at [www.bc.edu/math](http://www.bc.edu/math).

### Master of Arts Degree

Students enrolled in the Ph.D. program who receive at least an M.A. pass in two of the three preliminary exams and pass at least 30 credits of mathematics graduate courses, including at least five semesters of the first-year graduate courses in Real and Complex Analysis, Algebra, and Geometry/Topology, will receive an M.A. degree. Advanced undergraduate courses may count towards the 30 credits in meeting the M.A. requirements with the permission of the Assistant Chair for Graduate Programs. Students who skip a first-year course because of advanced preparation may substitute more advanced

courses in any area, with the permission of the Assistant Chair for Graduate Programs. A student may receive an M.A. and continue on to a Ph.D. provided the student meets the Ph.D. requirements above.

#### Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by the Lynch School of Education and approved by the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Assistant Chair for Graduate Programs in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the 15 credits which comprise the mathematics component of the M.S.T., candidates are required to complete MT 810-811 Real and Complex Analysis, which should be completed in the first year. The other credits must be earned in MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

#### Mathematics M.A./M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into the M.B.A. program by the Carroll Graduate School of Management, and approved by the Department of Mathematics. The program takes three years, the first of which is the same as the Mathematics Ph.D., except for the teaching and research seminars. The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the suc-

cessful completion of the Preliminary Examinations at the M.A. pass level or higher. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

#### 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 non-linear 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, and approximation theory.

##### MT 426 Probability (Fall/Spring: 3)

*Prerequisites:* MT 202 and 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)

*Prerequisites:* MT 426 and familiarity with using a computer

Topics studied include 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

This course demonstrates sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 440 Dynamical Systems (Spring: 3)**

*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, 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)

**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 compos-

ing 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 470 Mathematical Modeling (Spring: 3)**

*Prerequisites:* MT 202, MT 210 and familiarity with using a computer  
**Offered Periodically**

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

**MT 806-807 Algebra I and II (Fall/Spring: 3)**

These courses 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; and Semisimple algebra.

**MT 845 Topics in Algebra and Number Theory (Fall: 3)**

**Offered Periodically**

Selected topics in Algebra and Number Theory.

**Graduate Course Offerings****MT 801 Thesis Seminar (Spring: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

**MT 808-809 Geometry/Topology I and II (Fall/Spring: 3)**

These courses will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co)homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

**MT 810 Real Analysis (Fall: 3)**

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on  $\mathbb{R}$ , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

**MY 811 Complex Analysis (Spring: 3)**

Local and global theory of analytic functions of one variable.

**MT 845 Topics in Algebra and Number Theory (Fall: 3)**

Selected topics in Algebra and Number Theory.

**MT 855 Topics in Geometry and Topology (Spring: 3)**

**By arrangement only**

**MT 890 Graduate Teaching Seminar I (Fall: 1)**

This course is designed to assist graduate students in making the transition to the duties of a teaching assistant.

**MT 891 Graduate Teaching Seminar II (Fall: 1)**

This course is intended to assist graduate students as they make the transition to teaching fellows.

MT 892 Graduate Research Seminar (Spring: 1)

MT 899 Readings and Research (Fall/Spring: 3)

Department permission required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801. It is limited to second-year graduate students.

## 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., Colleege St. Albert de Louvain

**Patrick Byrne**, *Professor*; B.S., A.M., Boston College; Ph.D., New York State 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*; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**David M. Rasmussen**, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**John Sallis**, *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

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**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

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**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

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**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

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### Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at [www.bc.edu/philosophy](http://www.bc.edu/philosophy).

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 170 applicants).

### M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

### Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with an M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

### Dual Degree Program

These programs are designed for students who have an interest in philosophy of law, legal theory and jurisprudence, and who may eventually wish to go into legal practice or teaching in those fields. Students may complete their master's in philosophy and law degree in four years of joint study, or Ph.D. and law degree in seven. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

### Institute of Medieval Philosophy and Theology

The Department of Philosophy and the Department of Theology are linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website at [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of the catalog, or to the website [www.bc.edu/lonergan](http://www.bc.edu/lonergan).

### Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

### *Undergraduate 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)

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 episte-

mology, 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)**

**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.

*Olivia Blanchette*

**PL 540 Philosophy of Liberation (Fall: 3)**

*Prerequisites:* Five courses in philosophy completed

**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.

*Olivia Blanchette*

**PL 541 Philosophy of Health Science: East and West (Spring: 3)**

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

*Pramod 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**

*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 780 Readings in Theory (Spring: 3)

Cross Listed with EN, 780, RL 780

Offered Periodically

Conducted in English

Open to undergraduates with permission of instructor only

Fulfills a Ph.D. requirement in Romance Languages and Literatures

See course description in the Romance Languages and Literatures department.

*Ernesto Livon-Grossman*

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

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**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

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**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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### Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

### Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

### Requirements

Required courses for the doctorate are the following: PH 722, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

### Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee,

appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

### Research and Thesis

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

### Master's Program

Each candidate for a terminal Master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

### M.S. With Thesis

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PH 707, PH 708, PH 711, PH 721, PH 732, and PH 741. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

### M.S. Without Thesis

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

### M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least 15 credits from graduate or upper divisional undergraduate

courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, and PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

### Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

### General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

### Research Information

The Physics Department is strongly research-oriented with faculty actively engaged in both experimental and theoretical areas. Some areas of current interest include, superconductivity, high- $T_c$  materials, heavy-fermion systems, molecular organic conductors, fluorescence spectroscopy, metamaterials, thermoelectric energy conversion; single molecule magnets, metamaterials for energy conversion, conducting and superconducting nanoscale materials. In addition, the examination of heavy fermion systems, Fermi liquid theory, localized Fermi liquids, vacuum polarization and electron gas in strong magnetic field; metal-insulator transition, strongly coupled plasmas, electronic, optical and transport properties of nanoscale systems; and relativistic many body systems in compact astrophysical objects are ongoing as well.

In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the use of nanomaterials for engine, solar photovoltaics, materials synthesis, characterization and application of insulating, strongly correlated electron systems and high temperature superconductivity.

Significant research facilities are available to our graduate students, most notably, the Boston College Integrated Sciences Clean Room and Nanofabrication Facility. This laboratory enables highly sensitive materials and devices to be fabricated free from contaminants and is home to over 30 high-end micro and nanoscale instrumental systems. Departmental facilities include laser-equipped optical laboratories and a low-temperature physics laboratory equipped with

superconducting magnets.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website at [www.physics.bc.edu](http://www.physics.bc.edu).

### *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.

*Michael J. Naughton*

### *Graduate Course Offerings*

#### **PH 707 Physics Graduate Seminar I (Fall: 1)**

A discussion of topics in physics from the current literature.

*The Department*

#### **PH 711 Classical Mechanics (Fall: 3)**

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, and relativistic mechanics.

*Vidya Madhavan*

#### **PH 721 Statistical Physics I (Spring: 3)**

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

*Krzysztof Kempa*

#### **PH 722 Statistical Physics II (Fall: 3)**

Fluctuation-dissipation theorem, Kubo formalism, electron gas, of phase transitions and critical phenomena, Landau theory of phase transitions, critical exponents, scaling, and an introduction to renormalization group methods.

*Jan Engelbrecht*

#### **PH 732 Electromagnetic Theory I (Spring: 3)**

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propagation, waveguides, radiating systems, scattering, diffraction, metamedia, and photonic crystals.

*The Department*

#### **PH 736 Techniques of Experimental Physics II (Spring: 3)**

This is a laboratory course that introduces several important modern experimental techniques in physics, which may include x-ray diffraction, scanning electron microscopy, scanning tunneling microscopy, angle-resolved photoemission, optical reflectivity, neutron scattering, and other techniques. Lectures on these topics will be given first, followed by experimental projects performed by students in real research laboratories.

*The Department*

#### **PH 741 Quantum Mechanics I (Fall: 3)**

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular momentum, hydrogen atom and an introduction to spin. Also included is the path integration formulation of quantum theory.

*Pradip Bakshi*

#### **PH 742 Quantum Mechanics II (Spring: 3)**

Equations of motion for operators, perturbation theory, interaction of radiation with matter, identical particles, scattering theory, second quantization, and relativistic equations.

*Pradip Bakshi*

#### **PH 750 Particle Physics (Fall: 3)**

This graduate-level elective course is a survey of the basic principles of particle physics. The course will cover the Standard Model, experimental tests of this model, and recent developments in extending the model to work towards a unified theory. A basic understanding of mechanics, quantum mechanics, electromagnetism, and special relativity is required.

*The Department*

#### **PH 761 Solid State Physics I (Spring: 3)**

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism, and superconductivity.

*David Broido*

#### **PH 762 Solid State Physics II (Fall: 3)**

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

*Zigiang Wang*

#### **PH 799 Readings and Research in Physics (Fall/Spring: 0)**

**Credits by arrangement**

**By arrangement only**

*The Department*

#### **PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department*

#### **PH 835 Mathematical Physics I (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory, and applications.

*Baldassare DiBartolo*

### PH 888 Interim Study (Fall: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

### PH 910 Seminar: Topics in Physics (Fall/Spring: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*The Department*

### PH 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

### PH 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Political Science

### Faculty

**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

**David A. Hopkins**, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

**Jennifer L. Erickson**, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

### Contacts

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- Assistant Chairperson: Marc Landy, 617-552-4172, [marc.landy.1@bc.edu](mailto:marc.landy.1@bc.edu)
- Graduate Director: Christopher J. Kelly, 617-552-1565, [christopher.kelly.3@bc.edu](mailto:christopher.kelly.3@bc.edu)
- Master's Program Director: 617-552-4160
- Honors Program and Undergraduate Director: Dennis B. Hale, 617-552-4165, [dennis.hale.1@bc.edu](mailto:dennis.hale.1@bc.edu)
- Study Abroad Program Advisor: Gerald Easter, 617-552-3491, [gerald.easter@bc.edu](mailto:gerald.easter@bc.edu)
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- Graduate Secretary: Carol Fialkosky, 617-552-4161, [carol.fialkosky.1@bc.edu](mailto:carol.fialkosky.1@bc.edu)
- Phone: 617-552-4160
- Fax: 617-552-2435
- [www.bc.edu/politicalscience](http://www.bc.edu/politicalscience)

### Graduate Program Description

The department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

**Master of Arts Degree**

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

**Doctor of Philosophy Degree**

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

**Admissions**

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

Completed Ph.D. applications should be submitted to the department by January 2. Completed M.A. applications should be submitted to the department by February 1.

**Financial Aid**

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards Thomas P. O'Neill Fellowships to one incoming student in American politics in honor of the late Speaker of the House.

**Graduate Course Offerings****PO 705 Civil Liberties (Spring: 3)**

This course will explore the development of constitutional understandings of civil liberties, and debates concerning those understandings. While normative questions will be discussed throughout, emphasis will be on the way in which social movements, ambient social and political ideas and ideologies, and partisan politics have shaped the Supreme Court's constitutional rulings on these issues.

*Ken I. Kersch*

**PO 706 The American Founding (Spring: 3)****Open to undergraduates with permission of the instructor.**

This seminar will examine the political debates associated with the American Founding. We will read some of the more important pre-Founding texts; examine the debate between and among the Federalists and Anti-Federalists; and study some of the immediate post-Founding discussions over such contested matters as: the nature of the Union, the powers of states, the status of slavery, the role of political parties, and the appropriate way to understand the presidency, the Congress, and the federal courts.

*Dennis Hale*

**PO 710 Research Methods in Political Science (Fall: 3)**

This course provides an introduction to the practice of empirical research in political science. We will address a variety of prominent methodological approaches, including experimental and quasi-experimental designs, field studies, interviews, content analysis, survey research, and aggregate data analysis. The course aims to equip students both to conduct original research and to evaluate the work of others.

*David A. Hopkins*

**PO 726 Democracy in America (Fall: 3)****Permission of instructor required**

This seminar will use Alexis de Tocqueville's *Democracy in America* to examine fundamental issues in the study of American politics. Readings from *Democracy in America* will be coupled with contemporary political science works. What are Tocqueville's central insights? Was his description of American politics accurate? How has the U.S. changed since he wrote? These are among the questions we will address in the course.

*R. Shep Melnick*

**PO 729 American Political Development II (Fall: 3)**

This seminar is look at the course of American history from the Progressive Era through to the present day. Its axiom is that contemporary politics cannot be adequately understand without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

*Marc Landy*

**PO 799 Readings and Research (Fall/Spring: 3)****By arrangement only**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**PO 801 Masters Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*Christopher Kelly*

**PO 806 Political Cultures of the Middle East (Fall: 3)**

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. The political spheres to be explored include: conceptions of political leadership and legitimacy; different responses—from embrace to adaptation to outright rejection—to the West, modernity, and secularism; Islamic revival and rise of fundamentalism; relationship between the individual and the political community with special

reference to notions of rights vs. obligations, citizenship, and human rights; role of women in private and public life; and patterns of associational life, civil society, and the prospects for democratic governance.

*Ali Banuazizi*

### PO 809 Modern State (Fall: 3)

This seminar examines the modern state in comparative historical perspective. The focus is on the relationship between war, the state, and society. The course considers how modern warfare contributed to the rise of the modern state as the principal form of organization in world politics. In addition, it seeks to demonstrate how the state gives shape to modern society. Finally, the course addresses the issue of the decline of the modern state in response to post-modern military and economic challenges.

*Gerald Easter*

### PO 813 Islam in Europe (Spring: 3)

Permission of the instructor required

Students will explore the policies that governments in Europe adopted in response to the presence of growing numbers of Muslims in their territories over the past half-century. How do democratic governments cope with the emergence of new religions? How are new citizens incorporated? How are challenging or threatening ideologies reconciled with the rule of law? What is the relationship between policies towards groups and incorporation outcomes? The course will examine how Muslims' presence affects the relationship between state and society, and explore how governments have come to treat Islam as a domestic religion and encourage Muslims to embrace national citizenship.

*Jonathan Laurence*

### PO 863 Institutions in International Politics (Fall: 3)

Not open to students who have taken PO 861

Open to undergraduates with permission of instructor

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

*David A. Deese*

### PO 865 Realism in International Politics (Spring: 3)

The aim of this course is to introduce students to the body of international relations theory known as realism. There are many difference among realists about how international politics works. The course will focus on those differences, as well as the similarities among realist thinkers. Some of the key questions that inform the readings and lectures include: (1) what is power? (2) why do states pursue power? (3) how much power do states want? (4) what causes war? (5) what strategies do states pursue to gain power (6) What can realism tell about contemporary international politics?

*Robert Ross*

### PO 901 Xenophon's *Cyrus* and *Anabasis* (Spring: 3)

A consideration of statesmanship. We look at world-conquering ambition and competence, in *Education of Cyrus*, and at Xenophon as philosopher-general, in *Anabasis*.

*Robert K. Faulkner*

### PO 903 On Plato's Political Philosophy (Fall: 3)

A close reading of Plato's *Phaedrus*. We will focus especially on trying to discern the connection between this dialogue's treatment of rhetoric and that of eros.

*David Levy*

### PO 909 Rousseau and Novels (Fall: 3)

This course will involve reading novels whose authors take up questions raised by Rousseau. The authors will include, Mary Shelly, Tolstoy, Balzac, Conrad, and Celine.

*Christopher Kelly*

### PO 947 Hobbes (Spring: 3)

A careful reading of the *Leviathan*, with special attention to the relation between language and politics, and to the moral basis of Hobbes's famously amoral political doctrine.

*Susan Shell*

### PO 996-997 Dissertation Seminar I and II (Fall/Spring: 1)

This course will involve discussions of all stages of the dissertation from proposal to defense. In addition it will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

*Christopher Kelly*

### PO 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

### PO 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Psychology

### Faculty

**Lisa Feldman Barrett**, *Research 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

**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

#### Contacts

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- Managing Editor, Emotion Review: Beatriz Valdés, 617-552-2954, beatriz.valdes.1@bc.edu
- [www.bc.edu/psychology](http://www.bc.edu/psychology)

#### Graduate Program Description

The Psychology department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A./M.A. program. Completion of the doctoral program typically requires four to five years of training after the B.A. Completion of the master's program requires two years of training after the B.A. Completion of the B.A./M.A. program requires one consecutive year beyond the B.A.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A./M.A. 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 who apply during their third year, and admitted students then modify their course selection in their fourth year. The fifth year must follow immediately after the fourth.

The Psychology Department's five areas of concentration are: Cognitive and Cognitive Neuroscience, Behavioral Neuroscience, Social-Personality, Developmental, and Quantitative.

Our department website contains additional information on these areas. [www.bc.edu/psychology](http://www.bc.edu/psychology)

#### General Information

Please visit the Psychology Department website ([www.bc.edu/psychology](http://www.bc.edu/psychology)) and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D., M.A., and B.A./M.A. programs, as well as the Graduate Program Handbook.

Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, direct inquiries to: Graduate School of Arts and Sciences, Admission Office, Boston College, Chestnut Hill, MA 02467 or their website at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

Applications are accepted for fall term admissions only. The deadlines for applications are December 15 for the Ph.D. program and January 2 for the M.A. program.

Applicants to the B.A./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is January 2 of the student's junior year.

#### Undergraduate and Graduate Course Offerings

##### 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 532 Seminar on Choice and its Psychological Correlates (Spring: 3)**

*Prerequisite:* PS 432 or permission of instructor

This seminar focuses on the relationships between choice, cognition, personality, and measures of well being, such as health and educational attainment. The course is motivated by recent findings that reveal significant correlations between differences in cognition, decision making, and health.

*Gene Heyman*

**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*

**Graduate Course Offerings****PS 606 Experimental Design and Statistics (Fall: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Ehri Ryu*

**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, and the hierarchical linear model.

*Ehri Ryu*

**PS 625 Graduate Independent Study (Fall/Spring: 3)**

*The Department*

**PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Donnah Canavan*

**PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and the self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Lisa Feldman Barrett*

**PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Ramsay Liem*

*Gilda Morelli*

**PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Gilda Morelli*

*Karen Rosen*

*Ellen Winner*

**PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Hiram Brownell*

*Randolph Easton*

*Jeanne Sholl*

**PS 686-687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Michael Numan*

*Gorica Petrovich*

**PS 691-692 Professional Development Workshop I and II (Fall/Spring: 1)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett*

*Ellen Winner*

**PS 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet been admitted into Doctoral Candidacy but who prefer not to assume the status of a non-matriculating student for the one of two semesters used for completion of requirements prior to admission into Doctoral Candidacy.

*The Department*

**PS 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

*The Department*

## 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 Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**Norman Araujo**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Sarah H. Beckjord**, *Associate Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

**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

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**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., Université René Descartes (Paris), M.Ed., Harvard University

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin-Madison

### Contacts

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- Administrative Assistant: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- www.bc.edu/rll
- rll@bc.edu

### Graduate Program Description

#### M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film, and grants the Ph.D. in French Literature, Hispanic Literature (Peninsular and Latin American), or two Romance literatures. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures.

The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching in French and Hispanic Studies, in conjunction with the Lynch School of Education.

#### Deadlines and Prerequisites for Admission

The doctoral application deadline is January 2. The M.A. application is due on February 1.

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. Only Ph.D. candidates with a B.A. from an American college are required to submit G.R.E. exam results. There is no G.R.E. requirement for M.A. candidates.

For complete information concerning the graduate programs, visit [www.bc.edu/gsas](http://www.bc.edu/gsas).

#### Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

#### Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and analytic methodologies pertinent to their field.

#### Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

#### Plan I: Ph.D. in Hispanic or French Literature and Culture

*Broad Chronological Coverage:* In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

*Related Graduate Courses:* With the approval of their advisors, students may include in their doctoral program up to six credits earned

in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, film, philosophy, etc.

### Plan II: Ph.D. in Romance Literatures

*Lateral Coverage:* Early in the program, the student formulates a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A.

*Language Competence:* For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages.

### Admission to the Ph.D. Programs

*Candidates with a Master's Degree:* Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

*Candidates with a Bachelor's Degree:* Students admitted to the doctoral program without an M.A. will be evaluated at the end of the first year of coursework (after completing at least 15 credits). Satisfactory performance will be defined by a grade point average of at least 3.33 or B+. Incomplete courses, justified by serious and compelling reasons, may result in postponing the evaluation.

Students whose performance is deemed satisfactory will be required to complete an additional 30 credits of coursework, and to fulfill additional requirements for the doctoral degree as specified in the Graduate Handbook.

Students whose performance is deemed unsatisfactory for the doctoral program will be invited to complete a master's degree. They will be required to take a second year of coursework (for a total of 30 credits in two year) and to fulfill all additional requirements for the master's degree as specified in the Graduate Handbook. The degree shall be terminal.

### Ph.D. Degree Requirements

- Students earn 48 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Readings in Theory.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. (See the Graduate Handbook for the ways in which this requirement may be fulfilled.) A reading knowledge of German is required only for candidates in Medieval Studies.
- The Graduate School of Arts and Sciences requires all doctoral candidates to spend at least two consecutive semesters in residence on campus. This requirement can be fulfilled by full-time enrollment in the program, or, in the case of teaching fellows, by virtue of fulfilling the teaching and study obligations of their fellowship.

- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee.
- It is expected that a dissertation proposal will be submitted by the degree candidate within six months of passing the oral comprehensive. The candidate will remain in consultation with the Dissertation Advisor while preparing the proposal.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense that is open to the public.

### Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

### Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language.

Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at [www.bc.edu/schools/cas/romlang/gradprog/handbook.html](http://www.bc.edu/schools/cas/romlang/gradprog/handbook.html).

### *Undergraduate and Graduate Course Offerings*

#### **RL 413 Violence: Medieval French Responses (Spring: 3)**

*Prerequisites:* Two courses from the following RL 305, RL 306, RL 307, RL 308, RL 309

**Offered Periodically**

**Conducted in French**

**Elective for French major or minor**

This course asks students to look at one of the perennials of human experience to explore the relationship between violence and human nature in the context of medieval French culture. What can the Middle Ages teach us today about violence then and now? How does art interact with and transform violence? A selection of texts will include a variety genres: romance (*Le Conte du Graal*); chansons de geste (*Roland, Raoul de Cambrai, Charroi de Nîmes*); animal fables (*Renart; Marie de France*); theater (*Jeu d'Adam*); poetry (Villon, *Le Testament*).

*Matilda Bruckner*

#### **RL 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 siècle," 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.

*Ouida 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; Beccue'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.

*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**

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 19th 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 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)**

**Cross Listed with SL 472**

*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*

**Graduate Course Offerings**

**RL 065 Intensive Reading in French (Summer: 1)**

**This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research.

*The Department*

**RL 704 Explication de Textes (Fall: 3)**

**Offered Periodically**

**Conducted in French**

**First-year masters' candidates in French are very strongly encouraged to enroll in this course as an introduction to graduate studies in literature.**

This course offers graduate students an advanced introduction to the practice of close reading and textual analysis in the French mode. A variety of shorter works and excerpts selected from a wide chronological and generic spectrum will be used to help students read texts analytically and organize their commentaries effectively. Students will have the opportunity to work extensively on their written French and to discuss their progress during regular consultations with the instructor.

*Matilda Bruckner*

**RL 780 Readings in Theory (Spring: 3)**

**Cross Listed with EN 780, PL 780**

**Offered Periodically**

**Conducted in English**

**Open to undergraduates with permission of instructor only**

**Fulfills a Ph.D. requirement in Romance Languages and Literatures.**

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying the contemporary literary critical scene.

*Ernesto Livon-Grosman*

**RL 799 Readings and Research (Fall/Spring: 3)**

By arrangement only

*The Department***RL 810 Lyric Poetry from Giacomo da Lentini to Petrarca (Fall: 3)**

Offered Periodically

Conducted in Italian

This seminar will survey Italian lyric poetry, the most dynamic and prestigious genre of the medieval period when the literary language was being formulated. The course will cover the development of lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti, but the principal focus of the course is the *Canzoniere* of Francesco Petrarca. Discussions will include orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism.

*Laurie Shepard***RL 843 Courting Power: Castiglione and Machiavelli (Spring: 3)**

Offered Periodically

Conducted in Italian

Centuries before Covey's 1989 classic, *The Seven Habits of Highly Effective People*, Castiglione's *Il libro del Cortegiano* became an international and perennial best seller. Castiglione offers a prolonged and often poignant conversation about taste, manners, masculinity and femininity, influence, and power in a court. It inspired a raft of guides to good conduct for people of all classes, both male and female. The meaning and success of such texts, past and present, will be explored as a reflection of the psyche of the early-modern period and today.

*Laurie Shepard***RL 850 The Plague in Italy: From Boccaccio to Manzoni (Fall: 3)**

Offered Periodically

Conducted in Italian

Undergraduates may enroll with permission of the instructor.

An interdisciplinary exploration of Italian literature and culture from the fourteenth to nineteenth centuries, from the perspective of the bubonic plague, the disastrous medical scourge that struck the peninsula every generation from the late Middle Ages through the Renaissance and Baroque periods. Literary sources will be supplemented by contemporary scientific treatises, religious tracts, personal diaries, and historical chronicles, as well as by documentation offered by the visual arts.

*Franco Mormando***RL 860 The Theater of Pirandello and Ugo Betti (Spring: 3)**

Offered Periodically

Conducted in Italian

The course will focus on the theatrical and theoretical works of Luigi Pirandello. The following themes will be analyzed and discussed within the larger European context: the concept of dramatic art, the "uneasiness" (il "disagio") of dramatic writing, the relation between the written word and its theatrical representation, the role of the actor and the audience in drama, the author-director-actor relation, as well as major "existential" themes and concerns of texts analyzed. Class will include film viewing among which the plays discussed in class and the history of modern ideas on the theatre (Stanislawski, Craig, Meierchold, Kantor, et al.).

*Rena A. Lamparska***RL 901 Advanced Textual Analysis in Spanish (Fall: 3)**

Conducted in Spanish

Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

*Sarah Beckjord***RL 913 Medieval Spanish Literature (Fall: 3)**

Conducted in Spanish

Chronologically broad, politically chaotic, and religiously charged, the Spanish Middle Ages is also a literary cornucopia, abounding in epic poetry, oriental folktales, gaming treatises, ballads, erotic poetry, and novelistic stirrings. While gaining an overview of the entire literary spectrum, students will pay particular attention to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. The works' social, artistic, and historical context will be considered in detail.

*Dwayne E. Carpenter***RL 914 Heroic Paradigms of Early Modern Spain (Spring: 3)**

Offered Periodically

Conducted in Spanish

This course takes a historicist approach to the changing figure of the hero across Spain's imperial age (1492-1650), examining texts of multiple genres. An introduction to the period, it examines the role of the imagination in the production of and representation of history.

*Elizabeth Rhodes***RL 955 Literature and Culture of the Baroque (Spring: 3)**

Offered Periodically

Conducted in Spanish

A close study of major Spanish American works of the seventeenth century with special emphasis on Sor Juana. We will begin with a review of important twentieth-century statements concerning the nature and importance of the "barroco de Indias" and baroque culture in general as a framework for our readings. Texts will be drawn from a variety of genres, including poetry, narrative, theater, and historiography, and we will read them with an eye to common themes and stylistic concerns, from strategies of self-portrayal (revelation, apology, disguise) to explorations of the criollo world and also imaginative attempts to escape from its strictures.

*Sarah Beckjord***RL 961 The Dynamics of Dissent in Contemporary Spanish-American Novels (Fall: 3)**

Offered Periodically

Conducted in Spanish

A study of the ideological formation and stylistic development of major Spanish American novelists of the twentieth century, with special attention to the "Boom" and "post-Boom" periods. Works by such writers as Carpentier, Fuentes, Vargas Llosa, Allende, Garcia; Marquez, Poniatowska, Mastretta, Ferre, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to an understanding of the directions that genre has taken in recent decades.

*Harry L. Rosser*

### RL 967 Contemporary Spanish Novel (Fall: 3) Conducted in Spanish

An in-depth study of the Spanish novel from post-war to post-Franco. We will discuss the works and their evolution from Social Realism to New Realism in the context of political, social and cultural changes. We will also pay attention to the way in which the Spanish novel has interfaced with trends in Europe and the Americas. Theoretical selections from formalism to post-structuralism will be considered as well.

*Irene Mizrabi*

### RL 990 Graduate and Professional Seminar (Fall: 1)

*Laurie Shepard*

### RL 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for one or two semesters used for preparation for the comprehensive.

*The Department*

### RL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Slavic and Eastern Languages and Literatures

### Faculty

**Maxim D. Shroyer**, *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

## Graduate Program Description

### Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

### Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the

Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars. Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

### Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

### Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

## Undergraduate and Graduate Course Offerings

**SL 097 Independent Language Study: Turkish (Fall/Spring: 1)**

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.

*Gülüz 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**

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 365 Readings in Chinese Literature and Philosophy (Spring: 3)***Prerequisite:* SL 062 (Intermediate Chinese II) or instructor's consent.**Conducted in both modern Mandarin and English**

By way of readings in Chinese literary and philosophical canons, this course introduces students to the basic diction and grammar of classical Chinese. Classical Chinese is the Latin of East Asian written traditions, gateway to the cultural and historical legacy of East Asia, and foundation of modern literary Chinese. We will read and translate selected passages from Chinese classics, including the Analects of Confucius, Mencius, the Daodejing, and Zhuangzi. Class discussion will center on major philosophical concepts and their historical contexts.

*Sing-chen L. Chiang***SL 375 Jewish Writers in Russia and America (in translation) (Fall: 3)****Cross Listed with EN 175****Conducted in English**

See course description in the English Department.

*Maxim D. Shroyer***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. Shroyer***Graduate Course Offerings****SL 390 Advanced Tutorial: Russian Language (Fall/Spring: 1)****Offered Periodically****May be repeated for credit**

A course of directed study on Russian grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Cynthia Simmons*



### SL 791 Russian Literature: Reading and Research (Fall/Spring: 3) May be repeated for credit

A high-level course of directed research on a topic from Russian literature, intended solely for graduate and honors students who have exhausted present course offerings. The precise subject matter is determined by the student's approved research program.

*Maxim D. Shrayer*

### Sociology

#### Faculty

**Severyn T. Bruyn**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

**John D. Donovan**, *Professor Emeritus*; Ph.D., Harvard University

**Lynda Lytle Holmstrom**, *Professor Emerita*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**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

**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](http://www.bc.edu/sociology)
- [sociology@bc.edu](mailto:sociology@bc.edu)

#### Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Graduate Handbook under [www.bc.edu/schools/cas/sociology/grad.html](http://www.bc.edu/schools/cas/sociology/grad.html).

#### Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Apply online at [www.bc.edu/schools/gsas/admission.html](http://www.bc.edu/schools/gsas/admission.html).

*Master's Degree Requirements:* Among the ten courses (30 credit hours) needed for completion of the M.A. degree, five courses are required. These include: a two-semester sequence in sociological theory (SC 715, SC 716), a one-semester course, Social Inquiry Research Seminar (SC 710), and a two-semester sequence in statistics (SC 702, SC 703). An M.A. paper or thesis and oral defense are also required.

#### Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations.

*Admissions:* The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Apply online at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

*Ph.D. Degree Requirements:* The Doctoral degree is fulfilled by completing all M.A. requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

#### Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability,

social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at www.bc.edu/schools/gsas/admissions.html and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate.html.

### **Financial Assistance**

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Apply online at www.bc.edu/schools/gsas/admissions.html.

The Sociology Department's email address is sociology@bc.edu.

### **Undergraduate and Graduate Course Offerings**

#### **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 516 Survey Methodology (Spring: 3)**

You've heard the saying "Lies, damn lies, and statistics." Yet statistics comprise much of the daily news: 47% of voters approve of the president. Two-thirds of adults are obese. More than 50% of marriages end in divorce. In this course, you will become survey-literate, learning how to understand and evaluate such statistics. You'll also learn how to design, field, and analyze your own survey, and how to report accurate, comprehensible results. This is a course in social science research methods, not statistics; no prior background is required.

*Sara Moorman*

#### **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**

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)**

This seminar involves an historical sociological exploration of social technologies of image-making in art, science, religion, advertising, politics and everyday life. Of particular concern is the cognitive, moral, and bodily power of images in relation to the cultural politics of class, race, sex, and gender. Course participants are expected to engage with a wide range of critical literatures pertaining to the material and imaginary power of images and to engage in ethnographic fieldwork, resulting in a mixed-media study of the power of imagery in a particular social scene or institution.

*Stephen 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 560 Consumption and Sustainability (Fall: 3)**

#### **Offered Periodically**

As ecological degradation intensified, this course addresses the role of consumption in achieving sustainability, considering issues such as the scale of consumption in the global north, the spread of consumer culture globally, and the role of damaging goods and services. We begin with social theory and apply it to sustainable consumption practices. While much of the literature is pessimistic, consumer culture is remarkably dynamic.

Students will develop a strong analytic context and learn to evaluate the growing literature and applied activity in this field. Readings include Bourdieu, Giddens, Shove, Sachs, Holt, Thompson, Seyfang, and others.

*Juliet Schor*

### 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

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)

An intensive examination of foundational texts representing pluralist, elite, and class theories of the state in industrialized capitalist democracies. The course includes lecture and seminar-style discussion of the historical dimensions of political sociology as well as its application to current areas of inquiry. After revealing its foundations, the course will explore how political sociology is used in studies on governmentality, globalization and state crises, and environmental history.

*Brian Gareau*

### 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 591 From Poor Law to Working Poor: Low-Income America (Spring: 3)

*Elizabeth Dodson*

### 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

See course description in the History department.

*Abigail Brooks*

### SC 670 Technology and Culture (Fall: 3)

#### Cross Listed with CS 267

See course description in the Computer Science department.

*William Griffith*

## Graduate Course Offerings

### SC 520 Gender and Society (Fall: 3)

#### Offered Periodically

Although biological and psychological approaches will be considered, this reading and participation intensive course will examine gender primarily as a social and structural construct. The course will begin with central debates in gender studies (e.g., the merits of biological explanations of gender) and how feminisms—mainstream, Black, and others—have shaped theoretical and empirical studies of gender. We will then move into specific topics, such as family and sex work, and students will be required to lead a class discussion. The course will be highly attuned to differences based on race and class.

*Shawn McGuffey*

### SC 535 Research at the Margins: Theory and Fieldwork (Fall: 3)

This course combines theory and field research for graduate students interested in economic and social marginalization in the US. We will critically examine traditional studies of the poor (teen mothers, children in urban schools, homeless people, immigrants, etc.). Students will then conduct individual field projects, sharing ethical and practical dilemmas throughout the term. Central to this course will be the opportunity to design and field test a research question and toward “shifting the center” in studying marginalized people.

*Lisa Dodson*

### SC 701 Ethnography Practicum (Fall: 3)

#### Offered Periodically

#### Open to advanced undergraduates with permission of the instructor.

This is a hands-on practicum. Class participants engage in ethnographic research projects of their own choosing. During the semester, students read and comment on each other's field notes and analyses, as do I. By the end of the semester, everyone produces a research paper based on their ethnographic work. Many of these projects become masters papers or parts of dissertations. During class sessions,

we discuss theory and data, fieldwork and writing, emotions and analysis, as required by the specific project at hand.

*Leslie Salzinger*

### SC 702 Introduction to Statistics and Data Analysis (Fall: 3)

**Required for graduate students**

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

*Michael A. Malec*

### SC 703 Multivariate Statistics (Spring: 3)

**Offered Periodically**

**Requirement for graduate students**

**Enrollment for students outside the sociology department is by permission of the instructor.**

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

### SC 704 Topics in Multivariate Statistics (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

*Natasha Sarkisian*

### SC 706 Longitudinal Data Analysis (Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include event history analysis (also known as survival analysis) and panel data analysis techniques including fixed effects, random effects, and mixed effects models. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

*Natasha Sarkisian*

### SC 708 Hierarchical Linear Modeling (Fall/Spring: 3)

**Offered Periodically**

This applied course on hierarchical linear modeling is designed for graduate students with a thorough knowledge of OLS regression. It will cover two-level models for continuous, categorical, and count outcomes, three-level models, growth curve models, and models for couple data. The goals of the course are to develop the skills necessary to identify an appropriate technique for multilevel data analysis, estimate models, conduct diagnostics, and interpret results. We will use HLM 6 to perform the analyses; no prior knowledge of this software is required.

*Natasha Sarkisian*

### SC 710 Social Inquiry Research Seminar (Spring: 3)

**Required for graduate students**

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

*Paul Gray*

*Sharlene Hesse-Biber*

### SC 715 Classical Social Theory (Fall: 3)

**Required for graduate students**

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Paul G. Schervish*

*Eve Spangler*

### SC 716 Contemporary Social Theory (Spring: 3)

**Required for graduate students**

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

*Stephen J. Pfobl*

*Paul Schervish*

*Eve Spangler*

### SC 735 Research at the Margins (Spring: 3) Offered Periodically

This is a graduate-level, social research course focusing on inquiry into the lives and knowledge of low-income people, immigrants, people of color and all others who experience marginalization. We consider methodological, representational, personal and ethical issues. All students should be (or will be during the term) engaged in field research that, along with readings, will be central to a collaborative learning approach.

*Lisa Dodson*

### SC 751 Quest for Social Justice (Fall/Spring: 3)

#### SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

*William A. Gamson*

### SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

Students should register for the two semester course in the spring term only, and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The three-credit, two semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects.

*Sarah Babb*

*Leslie Salzinger*

### SC 781 Dissertation Seminar (Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

*Natasha Sarkisian*

*Juliet Schor*

*The Department*

### SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

*The Department*

### SC 801 Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

*The Department*

*The Department*

### SC 900 Teaching Apprenticeship (Fall/Spring: 3)

By arrangement only

*The Department*

### SC 901 Research Apprenticeship (Fall/Spring: 3)

By arrangement only

*The Department*

### SC 998 Doctoral Comprehensive (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

### SC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## 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; M.Div., 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

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**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

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**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

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**Thomas E. Wangler**, *Associate Professor*; B.S., LeMoyné College; M.A., Ph.D., Marquette University

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**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

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#### Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center and the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College'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.

#### Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by the ecumenical faculty of the Theology Department. One of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant

theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

### Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

**Biblical Studies** focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

**The History of Christian Life and Thought** examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as

the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

**Comparative Theology** prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are

thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

#### Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

#### Ph.D. Minors

A student may minor in any one of the areas listed above or in Pastoral Theology.

The minor in Pastoral Theology recognizes that all Christian Theology, ultimately, has the pastoral interest of serving the life of the Church in the world. Pastoral Theology, however, makes this interest in the dynamic reality of the Church its primary focus, allowing it to shape its methodology, themes, and intent. This minor requires completion of a doctoral-level seminar in the themes and methods of Pastoral Theology, three other courses within or approved by the Pastoral area, and a written comprehensive exam.

#### Religious Education, Theology, and Ministry

See separate listing under the School of Theology and Ministry.

#### Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

#### Undergraduate 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)

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 philology.

*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:* 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 Vanderhooff*

**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 required

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 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

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 Vanderhoof*

**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.

*Margaret Schatkin*

**TH 478 Contemporary Issues in Bioethics (Spring: 3)**

The course studies contemporary 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*

**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, and Christology.

*Charles C. Heffling, 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**

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*

**TH 512 Pauline Tradition (Fall: 3)**

*Prerequisite:* 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:* Theology Core

**All texts will be read in English translation**

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.

*Boyd Taylor Coolman*

**TH 526 Medieval Theology II (Spring: 3)**

*Prerequisite:* 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 its 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 Chautauqua 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)  
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 Vanderhoof*

**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 Vanderhoof*

**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***Graduate Course Offerings****TH 412 Lonergan and Theological Method (Fall: 3)**

The main text will be Lonergan's *Method in Theology*, which will be studied in the light of other writings, such as *Philosophy of God, and Theology*. Some acquaintance with his *Insight* will be helpful.

*Charles C. Hefling***TH 461 Human Rights Interdisciplinary Seminar (Spring: 3)***Prerequisite:* Admission by instructor permission only**Satisfies ABA Writing Requirement for Law Students****Cross Listed with ED 461, PY 461, UN 461, LL 461**

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to Professor David Hollenbach (hollenb@bc.edu). The application deadline is Friday, November 5, 2010.

The seminar will be taught and organized by Professor Hollenbach, with participation by the Directors, Fellows, and Affiliated Faculty of the Center for Human Rights and International Justice (see [www.bc.edu/humanrights](http://www.bc.edu/humanrights)). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times. In the spring of 2011, the seminar's focus will be on the ethical, political, legal, and psychosocial issues confronting those whose human rights are affected by refugee movement and migration, especially in the context of war, humanitarian crisis, and grave forms of gender, racial, and ethnic injustice.

*David Hollenbach, S.J.***TH 507 Comparative Theology and the Theology of Religions (Spring: 3)****Offered Periodically**

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

*Catherine Cornille***TH 534 Feminist Theology and Ethics (Spring: 3)**

Will consider major North American figures such as Elizabeth Schussler Fiorenza, Elizabeth Johnson, Margaret Farley, Emilie Townes, Maria Pilar Aquino, Kwok Pui Lan; theological topics such as scripture, Christology, sacraments, and spirituality; and ethical issues such as contexts and objectivity, gender and justice, sexual ethics, bioethics, ecology. Will introduce writings by African-American and Latina authors, as well as authors from Latin America, Asia, and Africa.

*Lisa Cahill***TH 535 Ethics of War and Peacemaking (Fall: 3)**

This course will be a study of a number of ethical questions that arise in a Christian assessment of warfare and peacemaking in the modern age. The course will treat the historical development of Christian thought on war and peace; provide moral analysis of various theories of just war and non-violence; a theology of peace and ethic for peacebuilding; as well as examination of applied ethical questions of humanitarian intervention, interrogation and torture, pre-emptive and preventive wars, and counter-proliferation of weapons of mass destruction.

*Kenneth Himes, OFM***TH 568 Ethics and Christology (Fall: 3)****Offered Periodically**

The dependence of theological ethics on interpretations of Jesus Christ will be explored, using recent and current figures, such as Gerald O'Collins, Reinhold Niebuhr, Jurgen Moltmann, Jon Sobrino, Elizabeth Johnson, and Roger Haight, as well as essays on new approaches, including feminist, womanist, liberationist, and postcolonial theology, and interreligious dialogue.

*Lisa Cahill***TH 601 Theology and Biotechnologies in Human Health (Fall: 3)**

The Seminar studies the ethical issues raised by recent and current biotechnological progress in human health and how they are addressed theologically. The purpose is to take responsibility for current and future generations, to uphold human dignity, to promote justice and the common good. In particular, we will reflect on human genetics, reproductive technologies, cloning, stem cell research, xenotransplantation, cyborg technologies, and nanotechnologies.

*Andrea Vicini, S.J.***TH 603 Classic Texts of American Theology (Spring: 3)****Cross Listed with TM 603**

A seminar focused on the classic texts, and secondary works, produced in and about religion in the U.S.: William James' *Varieties of Religious Experience*, H. Richard Niebuhr's *Christ and Culture*; George Marsden's *Fundamentalism and American Culture*.

*Mark Massa*

### TH 611 The Dead Sea Scrolls: Hebrew Exegesis (Fall: 3)

*Prerequisite:* Intermediate Hebrew or the equivalent.

This course begins with exegesis of the Hebrew text of the three “Rules” found in the Qumran caves and in the Cairo geniza: the *Community Rule* (1QS), the *Rule for the Congregation* (1QSa), and the *Damascus Rule* (CD). We will also survey passages from other sectarian texts devoted to interpretation of scripture and history, especially the *pesharim*. Students with ability to read Aramaic will read selections from the Aramaic DSS that complement the Hebrew texts, and all will read the entire corpus of non-biblical mss. in English translation.

*Yonder Gillihan*

### TH 633 Medieval Trinitarian Theology (Spring: 3)

This course surveys the medieval achievement in Trinitarian theology, through a careful reading of representative thinkers on the topic, including Anselm of Canterbury, Richard of St. Victor, Bonaventure, Thomas Aquinas, and Duns Scotus.

*Boyd Taylor Coolman*

### TH 639 Happiness and Virtue in Christian Ethics (Fall: 3)

Offered Periodically

This course examines major approaches to the relation of contemporary Christian ethics to virtue and human flourishing. It begins with recent scientific studies of human well-being and then examines how they might be understood in relation to important recent writings in contemporary Christian ethics. Topics include the relation between virtue and well-being, sin and grace, temporal and eternal happiness, science and theological ethics. Authors studied include S. Hauerwas, T. Jackson, P. Waddell, J. Porter, and J. Keenan.

*Stephen Pope*

### TH 641 Theology of Work and Career (Spring: 3)

This course is completely different from my TH 438 “Spirituality of Work, Career, and Calling” because of its intensive Christian theological focus and its design for graduate students. None of these readings are used in that other course, nor does this course consider the sociology and psychology of work.

Several recent theologians—Catholic, Protestant, Anglican, and Orthodox—have written compelling theologies of work. We shall survey them as well as some writings on vocation and discernment. A theology of work means an understanding of employment, profession, and career viewed in light of foundational Christian teachings such as creation, salvation, the Trinity, Christ, human participation in the Trinity and Christ, the church, and universal mission and the call to service of world and neighbor.

*James Weiss*

### TH 643 Foundational Theology I: Faith and Reason (Fall: 3)

A comparison of old-style fundamental theology with contemporary approaches to foundational theology as exemplified in Karl Rahner, Robert Sokolowski, Jean-Luc Marion, and Bernard Lonergan.

*Frederick Lawrence*

### TH 644 Foundational Theology II: Using Philosophy in Systematic Theology (Spring: 3)

The course will take soundings in contemporary philosophical theology’s attempts to understand the Trinity, Christology, Soteriology, and Grace, especially in the work of Rahner, Balthasar, and Lonergan.

*Frederick Lawrence*

### TH 676 Theological Aesthetics (Spring: 3)

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar’s thought, students will examine the performative character of Christian faith as a locus theologicus that integrates contemplation and action, beauty and justice. Among the issues to be addressed are: theology and spirituality; the Christological foundation of theological aesthetics; popular Catholicism as liberating aesthetic practices; the relationship between liberation theology and theological aesthetics; theology and the arts.

*Roberto Goizueta*

### TH 694 Early Modern Theology (Spring: 3)

This graduate seminar will treat several significant Christian theologians from the end of the seventeenth to the early twentieth centuries by examining significant primary texts. It will discuss the ways these theologians understood their field of study, its method, organization, and relation to other fields, especially history and science

*Michael Himes*

### TH 713 Jesus and Paul and Virtue Ethics (Spring: 3)

Cross Listed with TM 713

A study of the Synoptic Gospels and the Pauline Letters through the lens of Virtue Ethics. Among topics to be covered: Kingdom of God, Discipleship, Sermon on the Mount, Sin, Love Command, Conversion, communal ethics, etc.

*Daniel Harrington*

*James F. Keenan*

### TH 793 Christology and Trinity in von Balthasar (Fall: 3)

*Prerequisite:* Permission of instructor

Cross Listed with TM 793

The seminar will be limited to twelve students

A seminar devoted to the Christology and Trinitarian Theology of Hans Urs von Balthasar. The seminar will read a volume from each of the sections of Balthasar’s Trilogy.

*Khaled Anatolios*

*Robert Imbelli*

### TH 801 Thesis Seminar (Fall: 6)

By arrangement only

*The Department*

### TH 803 Graeca (Spring: 3)

*Prerequisite:* Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus) for students who have completed Intermediate Greek with an introduction to research in the authors treated.

*PHEME PERKINS*

### TH 811 Theology and Culture (Fall: 3)

This course will examine the relationship between the theological enterprise and its cultural context, especially as that relationship is manifested in (post)modern theologies, African-American theologies, and U.S. Latino/a theologies. The first part of the course will explore general methodological issues: definitions of “culture,” the impact of cultural pluralism on theological method, the nature of modernity and (post)modernity, the phenomenon of globalization. The second part of the course will examine different models for understanding the relationship between culture and theology. The last part of the course will focus on particular examples of contextual theologies among marginalized cultures in the United States.

*Roberto S. Goizueta*

**TH 827 Introduction to the New Testament (Spring: 3)**

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the “historical Jesus” debate.

*Pheme Perkins*

**TH 880 Psychotherapy and Spirituality (Fall: 3)**

*Prerequisite:* Undergraduates require permission of instructor

**Cross Listed with TM 882**

**Offered Periodically**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh*

**TH 895 The Common Good (Fall: 3)**

*Prerequisite:* Permission of instructor required

**Offered Periodically**

This course is an exploration of the notion of the common good in Christian theological and philosophical traditions, of some of the critiques of these traditions, and of approaches to retrieval of the common good in the contemporary social, cultural, and religious context. A principal concern of the seminar will be whether and how commitment to the common good is compatible both with respect for cultural and religious differences and with freedom in social and political life.

*David Hollenbach, S.J.*

**TH 977 Twentieth Century Catholic Moral Theologians (Fall: 3)**

The course looks at the most important works available in English that shaped Catholic morality. It analyses the innovative works of Lottin, Tillmann, and Gillemann as historical-minded theologians whose works challenged the classical paradigm of manualists like Davis, Ford and Kelly. The course then looks at Häring, the quintessential moral theologian of Vatican II, and at the roots of proportionalism that result from that same Council. The legacy of Fuchs is presented, both in his own writings and in those of his students Demmer and Schueller.

*James F. Keenan, S.J.*



## The School of Theology and Ministry

### INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries, and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through C21 Online learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at [www.bc.edu/stm](http://www.bc.edu/stm).

### Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward, however some programs have specific requirements. Be sure to review carefully the requirements for your program of study. STM requires applicants to complete applications for its degree and non-degree programs online at [www.bc.edu/stmprocess](http://www.bc.edu/stmprocess). The online application allows applicants to submit the admissions application form as soon as possible so that we can begin a file for you. You should also review the technical requirements at [www.bc.edu/schools/stm/apply-now/tech-req.html](http://www.bc.edu/schools/stm/apply-now/tech-req.html) needed to submit your online application.

### Admissions Requirements

#### DEADLINES

##### Fall Admission:

Ph.D.: January 15

All other degrees: February 15

##### Spring admission (except Ph.D. and S.T.D.):

November 15

Below are the admission application requirements for all degree programs:

- **Online Degree Application for Admission.**
- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can also be sent along with other supporting application materials in a sealed, signed envelope.
- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. For M.Div., M.A., and M.Ed. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can either be sent directly from the recommender to the STM Processing Center, or submitted with other supporting application materials in a sealed, signed envelope.
- **Personal statement:** Maximum 1,000 words. Please address the following areas:

The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience  
Your understanding of theological education and/or ministry in the context of the Church's mission  
How you plan to apply your theological education  
Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development

- **Statement of intent:** (Ph.D. and S.T.D. only) Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work.
- **GRE Scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). To inquire, please email the admissions office. The admissions committee may also waive this requirement if previous graduate work has been done. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Curriculum vitae or resume.**
- **Writing Sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion.
- **Major Superior Form** for all applicants that are priests or members of religious orders.
- **\$70 Admissions application fee.** Jesuits, current JVC members, and current BC students are exempt from this fee. Email the admissions office at [stmadmissions@bc.edu](mailto:stmadmissions@bc.edu) to request a waiver.
- **STM Financial Aid Form**
- **Personal Interviews** are not required. However, the admissions committee may request a personal interview.

### Supporting Application Materials

The School of Theology and Ministry is currently unable to accept any application materials (other than the application itself) online.

All supporting application materials should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 270, Randolph, MA 02368-0270.

Please include your full name, social security number, or application confirmation number (if you have it) on all forms and correspondence.

### Jesuit Applicants

Jesuit Scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Dean of Admissions at least five months prior to their planned enrollment to discuss their plans, academic background, and language skills.

The application deadline for Jesuits, who will not require financial assistance, is April 1, 2011 for the fall semester and November 15, 2011 for the spring semester. Jesuits requiring financial assistance

should be in touch with the school by February 15, 2011 so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's Provincial would write a letter to the Rector of the Weston Jesuit Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the Rector of Weston Jesuit Community. All Jesuit Scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a permission form as soon as you begin the application process. This form allows us to communicate with the Rector of the Weston Jesuit Community about your application.

#### **Non-Jesuit Religious Applicants**

Religious applicants who are not Jesuits must also follow the instructions above. The application deadline for religious men and women, who will not require financial assistance, is June 15, 2011 for the fall semester and November 15, 2011 for the spring semester. Religious applicants requiring scholarship and parish or convent housing assistance, should apply by February 15, 2011 for the fall semester. All Religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, Jesuit applicants are asked to complete a permission form as soon as you begin the application process. This form allows us to communicate with your vocations director about your application.

#### **Additional Information**

All transcripts and paper-based letters of recommendation must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Decision letters are mailed to applicants' current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

#### **Financial Aid**

##### **Scholarship and Grant Funding**

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete and return the STM Financial Aid Application ([www.bc.edu/](http://www.bc.edu/content/dam/files/schools/stm/pdf/BCSTM_Fin_Aid.pdf)

[content/dam/files/schools/stm/pdf/BCSTM\\_Fin\\_Aid.pdf](http://www.bc.edu/content/dam/files/schools/stm/pdf/BCSTM_Fin_Aid.pdf)), you are automatically considered for all financial assistance for which you may be eligible.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Assistant Dean for Admissions and Financial Aid for questions regarding the funding of your studies.

##### **Federal Student Loans**

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Stafford Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation ([www.bc.edu/offices/stserv/metaelements/pdf/1011gradappandins.pdf](http://www.bc.edu/offices/stserv/metaelements/pdf/1011gradappandins.pdf)). Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to [www.bc.edu/gradaid](http://www.bc.edu/gradaid) or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal Loans are not available to S.T.L. or S.T.D. degree seeking students.

**Notification of your funding will occur after a decision is made regarding your admission into the STM.**

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about federal loans.

#### **Graduate Programs**

##### ***Degree Programs***

The School of Theology and Ministry offers graduate students a number of degree-granting programs. The course of study you decide is tailored to your career aspirations. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

##### **Master of Divinity (M.Div.)**

The School's most comprehensive program, the three-year M.Div. program (81 credits) offers a comprehensive course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

##### **Master of Arts in Pastoral Ministry (M.A.)**

The M.A. in Pastoral Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (44 credits in the academic year, 35 credits in the summer) combines theological study with the pastoral arts. Graduates of

the program go on to careers in parish ministry and administration, campus ministry, religious education, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

In collaboration with other BC professional schools, the M.A. Pastoral Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing

### **Master of Theological Studies (M.T.S.)**

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology and for those who would like to teach at the high school or college/university level. The program is also appropriate for students seeking personal reflection and theological development.

### **Master of Education in Religious Education (M.Ed.)**

The two year M.Ed. program (44 credits in the academic year, 35 credits in the summer) prepares students for careers as religious educators in parishes and in Catholic and other private schools. With a focus on both theory and practice, the program is intended for lay, religious, and ordained students. Students have the option of choosing a concentration in School Religion Teaching, Total Community Catechesis (Parish Religious Education), Catholic School Leadership, or Interreligious Understanding.

In collaboration with the Lynch School of Education students can also pursue a joint M.Ed. with a concentration in Catholic School Leadership or an M.A. in Higher Educational Administration with a concentration in Catholic University Leadership.

### **Doctor of Philosophy, Theology, and Education (Ph.D.)**

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences.

### **Master of Theology (Th.M.)**

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Although many Th.M. students are seeking formal ordination, Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Finally, lay students who have already completed a Master of Divinity and who are interested in pursuing doctoral work, but believe they need additional course work might also consider the Master of Theology.

### **Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)**

The C.A.E.S. is a two-year (36 credits in the academic year; 30 credits in summers) post-master's degree and is for students who hold masters' degrees in theology, divinity, religious education or a closely

related field. The program enables students to deepen their theological and education expertise, develop an educational specialization or broaden their religious education, ministerial and theological background.

### **Ecclesiastical Degrees**

The ecclesiastical degrees are part of a three-degree cycle offered only by an ecclesiastical faculty and granted in the name of the Holy See. STM is one of only seven ecclesiastical faculties within the United States. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

#### **Bachelor of Sacred Theology (S.T.B.)**

The Bachelor in Sacred Theology (S.T.B.) is a first level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second level, research-oriented ecclesiastical degree also offered by the STM.

#### **Licentiate in Sacred Theology (S.T.L.)**

The Licentiate in Sacred Theology (S.T.L.) is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or equivalent school." The S.T.L. can open many doors for service in the Church, in a number of official capacities within dioceses, religious communities and institutions of higher learning.

#### **Doctor of Sacred Theology (S.T.D.)**

The Doctor of Sacred Theology (S.T.D.) is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D. program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

### ***Non-Degree Programs***

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today's Church. Every person interested in exploring the important issues of the Church today can find a workshop, lecture, or course to

meet his or her interest—whether professional or personal. Our programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM's Summer Institute.

### *Academic Certificate Programs*

#### **Post-Master's Certificate in the Practice of Spirituality**

The Post-Master's Certificate prepares ministers with a prior master's degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

#### **Pastoral Ministry Certificate**

Pastoral Ministry Certificate is an 18 credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master's program.

#### **Hispanic Ministry Certificate**

The Hispanic Ministry Certificate is a program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

#### **Supervised Practicum in Spiritual Direction**

A joint offering of the STM and the Center for Religious Development, the Supervised Practicum in Spiritual Direction is designed for those interested in thorough introduction to the practice of spiritual direction within the Catholic tradition.

### **Summer Institute**

The Summer Institute ([www.bc.edu/schools/stm/summer.html](http://www.bc.edu/schools/stm/summer.html)) brings together leading U.S. and international theologians to provide a rich array of learning opportunities in conversation with liturgies, seminars, and off-campus activities.

### **Individual Courses**

#### *Special Student*

Special Students at Boston College are students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may be taken. Should you later enroll in a degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

#### *Auditor*

Students not enrolled as a Special Student or in a degree or certificate program are eligible to audit one course per semester at the rate of \$399.

#### *Minister-in-the-Vicinity*

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$201.

### **Continuing Education**

#### *Conferences, Lectures, Workshops, Seminar Series*

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

### *Sabbatical*

The Sabbatical Program is available as a 2-, 4-, or 6-week program during the STM Summer Institute. It is intended for experienced clergy, religious, and lay ecclesial ministers who have been engaged full-time in Church-related ministry. Those who wish to come to Boston College at another time of year, may apply as a Special Student or Minister in the Vicinity and create their own independent sabbatical experience ([www.bc.edu/schools/stm/edevnts/sabbatical/aysabb.html](http://www.bc.edu/schools/stm/edevnts/sabbatical/aysabb.html)).

#### **C21 Online**

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers.

For more information about any of the STM's programs, visit [www.bc.edu/stmacademics](http://www.bc.edu/stmacademics).

### *Faculty*

**Khaled E. Anatolios**, *Associate Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

**John F. Baldovin, S.J.**, *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

**James T. Bretzke, S.J.**, *Professor of Moral Theology*; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

**Francine Cardman**, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

**Richard J. Clifford, S.J.**, *Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

**James J. Conn, S.J.**, *Visiting Professor of Canon Law and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

**Dominic F. Doyle**, *Assistant Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

**Christopher Frechette, S.J.**, *Assistant Professor of Old Testament*; B.A., M.Div., S.T.L., Th.D. (Harvard)

**Colleen M. Griffith**, *Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

**Thomas H. Groome**, *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)

**Margaret Eletta Guider, O.S.F.**, *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

**Daniel J. Harrington, S.J.**, *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., B.D., Ph.D. (Harvard)

**Thomas A. Kane, C.S.P.**, *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

**Melissa M. Kelley**, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

**Richard Lennan**, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

**Stanley B. Marrow, S.J.**, *Professor Emeritus of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., S.S.L., S.T.D. (Gregorian)

**Mark S. Massa, S.J.**, *Dean; Professor of Church History*; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

**Thomas J. Massaro, S.J.**, *Professor of Moral Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., Ma.Hum., M.Div., S.T.L., Ph.D. (Emory)

**Catherine M. Mooney**, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

**Theresa A. O'Keefe**, *Assistant Professor of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

**Hosffman Ospino**, *Assistant Professor and Director of Hispanic Ministry Programs*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

**Nancy Pineda-Madrid**, *Assistant Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

**Jane E. Regan**, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

**John R. Sachs, S.J.**, *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

**John J. Shea, O.S.A.**, *Adjunct Professor of Pastoral Care and Counseling*; B.A., M.A., M.P.S., M.S.W., Ph.D. (Ottawa)

**Thomas D. Stegman, S.J.**, *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

**Edward V. Vacek, S.J.**, *Professor of Moral Theology*; A.B., M.A., Ph.L., M.Div., S.T.L., Ph.D. (Northwestern)

**O. Ernesto Valiente**, *Assistant Professor in Systematic Theology*; B.A., M.Div., Ph.D. (Notre Dame)

### Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

### Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### TM 438 Career, Work, and Spirituality (Spring: 3)

##### School of Theology and Ministry course

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*

#### TM 501 Theological Synthesis (Spring: 3)

##### School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* M.Div.

This is the second semester of the required, 6-credit course for M.Div. students in their second year of residency. The course combines reading, lectures, written reports, and discussion groups on the following topics: the church, a broad examination that includes sacramentality and ministry, Christian moral life, creation, and eschatology.

*John Baldwin, S.J.*

*Ernesto Valiente*

#### TM 504 Theologies of Reconciliation (Fall: 3)

##### School of Theology and Ministry—Weston Jesuit course

*Prerequisites:* Systematic Theology and Pastoral Studies

Theologies of Reconciliation will be a team-taught seminar, exploring the practice of forgiveness, the need for healing in today's society and the role religion plays in the process. Coordinated by Thomas Kane, the course will include various professors from the Boston Theological Institute, who will examine scripture, sacramental theology, psychological and social theory, conflict transformation, and restorative justice.

*Raymond Helmick, S.J. (BTI)*

*Thomas A. Kane, CSP*

*Thomas Porter (BTI)*

*Rodney Peterson (BTI)*

#### TM 505 Introduction to Catholic Social Ethics (Spring: 3)

##### School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Moral Theology

How may the Catholic tradition contribute to deliberations about social justice in contemporary society? How may future ministers prepare to teach and preach about social justice? This course addresses such questions through an examination of modern papal encyclicals as well as U.S. Bishops' pastoral letters "The Challenge of Peace" and "Economic Justice for All." Central themes include human rights, solidarity, common good, economic development, work, property, ecology, preferential option for the poor. The course introduces students to the documentary heritage, tools for conducting social analysis of justice issues, the task of developing a spirituality of social responsibility.

*Thomas Massaro, S.J.*

#### TM 506 Fundamental Theology (Fall: 3)

##### School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematic Theology

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

*Khaled Anatolios*

#### TM 510 Fundamental Moral Theology (Fall: 3)

##### School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Moral Theology

As a theological endeavor, this course stresses the centrality in moral living of love for God, discipleship with Jesus, and the freedom of the Spirit. It enlists scripture, tradition, and current Church teaching, including the Catechism, in doing ethics. It analyzes the relation of a virtuous character to personhood and human acts. It considers faith, freedom, fundamental option, emotions, conscience, sin and sins. It examines the meaning of natural law, the function of moral norms, methods of making moral decisions, and the place of discernment in one's own life as well as in pastoral settings.

*Edward Vacek, S.J.*

**TM 513 Theological Synthesis (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematic Theology

**Department permission required.**

**Students register for TM 501 Spring semester.**

This is a required six-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines.

*Dominic Doyle*

*Ernesto Valiente*

**TM 514 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Old Testament

The course will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will employ a polarity of lament and praise, which are fundamental categories in the modern interpretation of the Psalms. Consideration of this polarity as identified within certain religious and social practices common in the ANE and in Israel will help to contextualize the discussion. The course will also examine how Psalms function in Christian liturgy and how they might be understood by Christians in their personal prayer.

*Christopher Frechette, S.J.*

**TM 515 The Core Narrative Old Testament: Genesis to Kings (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Old Testament

This entry-level course focuses on the Bible's core narrative, the Pentateuch and the Deuteronomistic History (Joshua, Judges, 1-2 Samuel, and 1-2 Kings), which is presupposed for understanding much other biblical literature, including the New Testament. With current theological and pastoral issues in view, we will interpret biblical texts within the cultural, historical, literary and theological contexts from which they emerged. Geared toward the pastoral interests of students, this course presents theological material and cultivates interpretive skills in greater depth than would a typical course covering the entire Old Testament/Hebrew Bible.

*Christopher Frechette, S.J.*

**TM 517 Human Sexuality (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

The Christian tradition on sexuality has been quite negative, but recently evolving. With an eye to pastoral practice, this course studies the past, the new principles, and the prospects. Topics include spirituality of sex, gender and sexism, love and conscience, singleness and celibacy, marriage and divorce, masturbation and pornography, non-marital sex, birth control and reproductive technology, homosexuality, and abortion.

*Edward Vacek, S.J.*

**TM 518 The Creative Word (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Word and Worship

**Limited to 8 students.**

This hands-on course aims to explore experimental modes of preaching that go beyond standard pulpit preaching. Preaching with

different strategies may include preaching as a biblical character, preaching as drama, preaching with movement or using the visual arts. We will examine methods and styles of homily preparation and explore new styles of presentation enhanced by the computer or web-based materials. There will be opportunity for regular student preaching or performance arts presentations with the use of videotape for teacher, peer, and self-evaluation.

*Thomas Kane, CSP*

**TM 519 Development of Trinitarian Doctrine (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematic Theology

A survey of the development of the classical Christian doctrine of God as one being who is Father, Son, and Holy Spirit. Departing from the Scriptural witness, it will center on patristic documents and debates from the beginning of the second century (Origen) to the end of the fourth century (the Cappadocian Fathers and Augustine), and end with modern appropriations of classic Trinitarian doctrine in the Roman Catholic theologian, Walter Kasper, and the Orthodox theologian, Dumitru Staniloae.

*Khaled Anatolios*

**TM 520 Great Themes of the Bible (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Old Testament or New Testament

A study of major biblical themes, among others: creation, election, kingship, spirit, word, wisdom, and eschatology. Attention will be given to key biblical texts and important modern syntheses.

*Richard Clifford, S.J.*

*Thomas Stegman, S.J.*

**TM 527 Liturgical Preaching I (Fall: 3)**  
**Offered Biennially**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Word and Worship: Liturgical Practice

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

*Thomas Kane, C.S.P.*

**TM 528 Death and Dying (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Pastoral Studies

The study of death and dying is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

*Melissa Kelley*

**TM 529 Ministry and Theology of the Sacrament of Reconciliation (Fall: 2)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisites:* Moral Theology and Word and Worship.

**Limited enrollment.**

This course will consider the Roman Catholic Sacrament of Reconciliation from its historical, theological, moral, pastoral, liturgical, and canonical perspectives. The course's emphasis will be an ongoing practicum on confessional counseling, utilizing role playing of a variety of confessional cases and issues. The course will also involve an in-depth discussion of moral, liturgical, and systematic theology as it relates to the Sacrament. Attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which often surface in the celebration of the Rite of Reconciliation.

*James T. Bretzke, S.J.*

**TM 530 Contextual Education (Fall/Spring: 4)**

**School of Theology and Ministry course**

For academic year students, Contextual Education is a four credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register for Contextual Education during the fall semester of their final year, but should contact the Director of Contextual Education in the prior spring semester to set up a placement.

*Theresa O'Keefe*

**TM 531 Rites Practicum (Spring: 1)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Word and Worship: Liturgical Practice

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency.

*Thomas Kane, C.S.P.*

**TM 533 Emotions and Christian Living (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

Both religion and ethics are founded in our emotions. This course examines the nature of emotions, the value world they reveal, and their role in human interaction. It looks at particular emotions that are distinctive to Christian prayer and religious practice such as wonder, awe, and guilt. It considers a variety of other emotions such as gratitude, resentment, the desire for justice, and love.

*Edward Vacek, S.J.*

**TM 534 The Church (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and an anthropology. Specific topics for exploration include the place of the church in the Creed, a theology of authority, of mission, and current issues shaping the church's life and its place in the wider culture.

*Richard Lennan*

**TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**

**School of Theology and Ministry course**

*The Department*

**TM 539 Eucharistic Theology (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics or Word and Worship

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and it will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the eucharistic liturgy.

*John Baldovin, S.J.*

**TM 540 Introduction to the New Testament (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* New Testament

A historical introduction to the New Testament and the modern methods used to interpret it, with attention to the life settings and theologies of the New Testament authors and audiences. Thus students will become familiar both with the content of the New Testament writings and the ways in which scholars interpret them, laying the foundation for more advanced study of New Testament texts and topics. Attention will be given to the biblical roots of Christology, ecclesiology, and Christian life/moral theology, as well as to what we can say about the earliest Christian groups that lie behind our documents.

*Christopher R. Matthews*

**TM 542 Business Ethics (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

An introductory course of philosophical and theological reflection on business practices in the contemporary, globalized world. Topics include nature of morality, just distribution of wealth, regulated capitalism, corporations, personnel policies and worker rights, working conditions and privacy, corporate responsibility to society, job discrimination, consumer rights, advertising, and environmental obligations.

*Edward Vacek, S.J.*

**TM 544 Meditation, Service, and Social Action (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Pastoral Studies

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience. This is brought into conversation with weekly readings in Martin Luther King, Mohandas Gandhi, Thich Nhat Hanh, Michael Himes, Thomas Merton, Ram Dass and other social activists.

*John Makransky*

**TM 546 Christology (Fall/Spring: 3)**

Offered Biennially

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course surveys the origins and development of three fundamental approaches to Christology: (1) the historical Jesus, (2) Jesus as Savior, and (3) the divine and human natures of Jesus. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?

*Nancy Pineda-Madrid*

*Ernesto Valiente*

**TM 550 History of Western Christianity I: 100-850 (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Church History

Through lectures and primary source readings the course surveys the major cultural, institutional and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

*Francine Cardman*

**TM 551 History of Western Christianity II: 850-1650 (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Church History

A general survey of Western Christianity, with special emphasis on institutional, cultural, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, papal politics and religious leadership, lay apostolic movements (e.g., beguines), heresies and inquisitions, scholasticism, prominent saints and their contributions (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in the church, mysticism, the Protestant Reformation, church councils (e.g., Trent), missions to lands outside Europe, and early modern Catholicism. Lectures, readings in primary sources, focused discussion.

*Catherine M. Mooney*

**TM 573 Intermediate Greek (Fall/Spring: 3)**

School of Theology and Ministry course

This two-semester course meets once a week. It presupposes a recent full introduction to New Testament Greek or its equivalent. The classes will consist of reading New Testament Greek texts, translation, and analysis of grammatical forms. The time will be arranged between the professor and participants. Students will receive one credit in the fall semester and two credits in the spring semester.

*Daniel Harrington, S.J.*

**TM 604 The Practice of Ministry with Youth and Young Adults:**

**Discernment in a Poly-Vocal World (Fall: 3)**

School of Theology and Ministry—Fall Weekend Course

September 17, 18, October 15, 16, November 12, 13.

Friday 4:00 p.m.-9:00 p.m., Saturday 9:00 a.m.-3:00 p.m.

Friday 4:00 p.m.-9:00 p.m. and Saturday 9:00 a.m.-3:00 p.m.

Students must enroll in all three weekends.

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

*Theresa O'Keefe*

**TM 607 Gospel of Luke (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* New Testament or equivalent

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection. This goal will be pursued through a survey of the structure, content, and main themes of the Third Gospel, based primarily upon exegetical and narrative analysis of the text with attention to current discussion in the scholarly literature.

*Christopher Matthews*

**TM 608 First Corinthians (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* New Testament or equivalent

A close reading of 1 Corinthians with attention to its historical and social setting, its rhetorical structure, and its theological and ecclesiological significance for our understanding of Paul's thought and practice, and the history of early Christianity. Thus the course will consist of a thorough survey of the structure, content, and key themes (e.g., Christology, ecclesiology, eschatology, ethics, resurrection, role of women) of Paul's epistle based primarily upon an exegetical analysis of the text with attention to current discussion in the scholarly literature.

*Christopher Matthews*

**TM 611 Pathways to God: Classic Texts on Prayer and Christian Mysticism (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Church History or Pastoral Studies

This course explores the theological and pastoral dimensions of classic texts on prayer and Christian mysticism. Texts are paired with specific topics: Benedict of Nursia (liturgy of the hours), Bernard of Clairvaux (role of affectivity; contemplative prayer); Francis of Assisi (reverence for the cosmos); Cloud of Unknowing (centering prayer); Julian of Norwich (Jesus as mother; visionary prayer); Ignatius of Loyola (discerning prayer; consolation, desolation); John of the Cross (dark night); Teresa of Avila (mysticism); Teilhard de Chardin (God in the cosmos). Other topics including the following: praying with icons, with saints, petitionary prayer, possibility of every day mysticism.

*Catherine Mooney*



## THEOLOGY AND MINISTRY

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### TM 612 The Apostle Paul (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* New Testament

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.

*Thomas Stegman, S.J.*

### TM 613 Seminar: Current Issues in Ecclesiology (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisites:* Completion of TM 534 The Church, or equivalent and Systematics

This course will focus on key ecclesiological issues as expressed in relevant literature and the ongoing life of the church. The aim would be to examine the genesis of the issue, the range of views expressed about it, and to explore possible resolutions. Examples of issues that would be examined include the debate over the reception of Vatican II and the relationship between episcopacy and papal primacy.

*Richard Lennan*

### TM 616 Creation and Eschatology (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

How does Christian faith invites us to imagine the relationship between this world and the world to come? How does that effect the way we live and work in the world? This course explores key biblical texts, Christian doctrine and contemporary theologies. Special attention is given to the relationship between religion and science; especially biblical hermeneutics; evolution and theology; death, judgment, heaven and hell; the significance of Christian faith in bodily resurrection; and the biblical and theological basis for concern for the environment and a creation-centered spirituality.

*John R. Sachs, S.J.*

### TM 617 Liturgy and Time (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics or Historical Theology

An investigation of the history, theology and spirituality of the liturgical year and the liturgy of the hours.

*John Baldwin, S.J.*

### TM 618 Seminar: Theology of *Spiritual Exercises* (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics or Pastoral Studies

**Limited to ten students**

The theology underlying the *Exercises* is both familiar and foreign to us today. This upper-level seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom, and religious pluralism. This upper-level seminar is intended for advanced students with a basic familiarity of the *Spiritual Exercises*. Authors to be discussed include Hugo Rahner, Karl Rahner, Christopher Mooney, Roger Haight, Joseph Bracken, Robert Doran, Philip Endean, John Haughey, William Barry, John Macmurray, Shubert Ogden, and Piet Schoonenberg.

*John R. Sachs, S.J.*

### TM 623 Latin for Theology (Spring: 3)

School of Theology and Ministry course

The objective of this course is to enable students to begin to read theological, liturgical, and canonical texts in their Latin original with the help of a lexicon. Basic principles of Latin phonology, morphology and syntax will be treated in the weekly classes and reinforced by regular homework exercises and their review in class. Emphasis will be placed on the vocabulary that is proper to the various theological disciplines.

*James Conn, S.J.*

### TM 625 John: Gospel and Letters (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* New Testament

A close exegetical analysis of John's Gospel and the three Johannine epistles, with special attention paid to Christology and Christian community.

*Thomas Stegman, S.J.*

### TM 644 Theological Foundations in Practical Perspective (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in *Co-Workers in the Vineyard of the Lord*. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Colleen Griffith*

### TM 644.01 Theological Foundations in Practical Perspective (Spring: 3)

School of Theology and Ministry—Hybrid Weston Jesuit course

*Prerequisite:* Systematics

**It is conducted on campus some weeks and online other weeks.**

**On-campus meeting dates: January 27, February 10, February 24, March 17, March 31, April 14, April 28.**

This course is presented in an online/on-campus format. There will be six meetings on campus. In addition, students are expected to participate in online discussion guided by focus questions and based on course readings. A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in *Co-Workers in the Vineyard of the Lord*. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Barbara Radtke*

### TM 646 Theology and Spirituality of Ordained and Lay Ministers (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics, Word and Worship

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry, as well as the implications of ministry for the faith and practice of the minister.

*John Baldwin, S.J.*

**TM 647 Sacraments in the Life of the Church (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics

This course offers an introduction to the sacramental life of the church with a view to pastoral practice. At the beginning we will focus on foundational elements of Roman Catholic sacramental theology. In subsequent 2-3 week segments, we will discuss sacraments of initiation, healing and vocation, inviting other STM faculty to address the sacraments from their areas of expertise. These will include sacraments and religious education; sacraments and spirituality; and sacraments and pastoral care. The course will invite students into a fruitful and creative dialogue between contemporary ecclesial experience of the sacraments and the Catholic theological and liturgical tradition.

*Jennifer Bader*

**TM 651 Seminar on the Theology of Jon Sobrino (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics

Jon Sobrino is one of the leading Latin American liberation theologians and his theological project, undertaken from the perspective of the victims of history, represents a major trajectory in Catholic Theology since Vatican II. This seminar will focus on a close reading and critical evaluation of major texts authored by Sobrino with particular attention to the social context and intellectual influences that shaped his thought, the theological options he embraces or rejects, and the critical reception of his work. Areas of focus will include Sobrino's theological method, Christology, spirituality, and his most recent work on soteriology.

*Ernesto Valiente*

**TM 652 Seminar on the Theology of Johann Baptist Metz (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics

This seminar will unfold by first examining Johann Metz's early relationship and subsequent break with the theology of Karl Rahner. Next we will explore Metz's critical dialogue with the thinkers of the Frankfurt school and the manner in which this encounter led to the formulation of Metz's early political theology. We will then turn to Metz's mature political theology as a "theology after Auschwitz." Some of the themes to be considered include Metz's assertion of the need for "anamnesic rationality," his focus on "the theodicy question," his apocalyptic eschatology, and his articulation of a mystical-political spirituality.

*Ernesto Valiente*

**TM 654 The Canon Law of Marriage and the Sacraments (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Pastoral Studies

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

*Jim Conn, S.J.*

**TM 663 A Survey of Canon Law (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Pastoral Studies

An introductory survey of the canon law of the Catholic Church through an examination of the Code of Canon Law. Special attention is given to the rights and obligations of all the Christian faithful and of various groups within the Church (laity, clerics, consecrated persons) and to the universal and local ecclesial structures that foster and protect them. Parochial, educational and ecumenical issues are given due consideration. Generally not included are sacramental and marriage topics dealt with in TM 654.

*James Conn, S.J.*

**TM 683 Seminar in Pastoral Theology (Spring: 3)**

**School of Theology and Ministry course**

All Christian theology is marked by the pastoral interest of serving the life of the church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational themes of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life and enabling scholars to "do" theology in a pastoral setting.

*Nancy Pineda Madrid*

**TM 685 Professional Ministry Practicum (Fall/Spring: 3)**

**School of Theology and Ministry course**

*Prerequisite:* Students must meet with the professor before registering for this course.

**Offered Biennially**

This practicum provides opportunities for developing and exercising the competencies and skills necessary for professional ministry and for intensive reflection on the experience. Students minister in a site which offers challenging opportunities to apply, develop, and broaden their skills, sensitivities, perspectives, and theologies. With their on-site supervisor/mentor, they reflect on their experiences, their successes, and their areas for ongoing growth. With their on-campus peer group, they participate in theological reflection, pastoral case studies, and opportunities for the cultivation of ministerial identity and competencies.

*Melissa Kelley*

**TM 699 Directed Reading (Fall/Spring: 3)**

**School of Theology and Ministry course**

*Weston Jesuit Department*

**TM 706 Ministry and Leadership in the Early Church (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisites:* Church History and Pastoral Studies

The course studies the emergence, development, practice and theologies of leadership and ministry in the churches of East and West from 100 to 600 CE. Topics include: varieties of leadership, development of structures of ministry, emergence of distinctions between laity and clergy, patterns of oversight and communion, conciliar decision-making, episcopal leadership and empire.

*Francine Cardman*

## ***THEOLOGY AND MINISTRY***

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**TM 711 Seminar: The Book of Isaiah (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Old Testament or equivalent

An examination of the entire Book of Isaiah as a unified literary and theological work (not First or Second Isaiah alone). Attention will be given to the themes and editing techniques that have made the traditions of several different eras into a single book perennially addressing the community of faith with the word of God.

*Christopher Frechette, S.J.*

**TM 714 The Sacraments: A Theological Perspective (Fall: 3)**  
**School of Theology and Ministry—online Weston Jesuit course**  
*Prerequisite:* Systematicss

**This course is entirely online.**

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation-Baptism, Confirmation and Eucharist; the Sacraments of Healing-Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation-Marriage and Holy Orders.

*Barbara Anne Radtke*

**TM 717 Education of Christians: Past, Present, and Future (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Pastoral Studies

This course is a comprehensive study of major moments, methodologies and educators in the history of Christian education in the Western world during the past two millennia.

*Hosffman Ospino*

**TM 723 Catechetical Leadership (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Pastoral Studiess

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This course examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

*Jane Regan*

**TM 727 Two Great Councils: Trent and Vatican II (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisites:* Systematics and Historical Theology

Questions of theological cultures and styles, historical and ecclesial contexts are key to understanding and interpreting these two great councils, sometimes characterized and contrasted (mistakenly) as a "dogmatic" and a "pastoral" council. Lectures, extensive readings in the documents of each council, and discussion sections.

*Francine Cardman*

**TM 730 Holistic Formation for the Practice of Ministry (Fall/Spring: 1)**  
**School of Theology and Ministry course**  
**Pass/Fail.**

This two-semester program, a requirement for first year M.A. in Pastoral Ministry and Master of Education students, cultivates practices for integrating faith, life and ministry through prayer and

reflection on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program.

*The Department*

**TM 731 Writing and Research for Theology and Ministry (Fall/Spring: 1)**  
**Offered Biennially**  
**School of Theology and Ministry course**

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial and wider social worlds in its diverse modes of communication, this course imagines writing, research, and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection, and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement, and reflection.

*Lucretia Yaghjian*

**TM 732 Theology and Liberation (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Systematics

Latin American liberation theology traces its origins to the grassroots Christian communities that struggled for social justice in the 1960s. This course explores the distinctive way in which Latin American liberation theologians correlate their interpretation of their social context with the Christian tradition and praxis in a mutually-critical manner. We will critically examine their fundamental presuppositions, their contribution to theology, and their efforts to articulate the Christian message as an effective response against oppression and on behalf of a full human liberation. We will also incorporate some of the liberationist voices that emerge from other social and cultural situations.

*Ernesto Valiente*

**TM 736 Modern Christologies (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Systematics

This course will survey some of the major works on Christology produced since the twentieth century by representative theologians of the Orthodox (Sergei Bulgakov), Catholic (Von Balthasar, Rahner) and Protestant (Bultmann, Barth) traditions. There will also be a focus on alternative approaches that have emerged in modern Christology, such as liberation and feminist theology and the re-appropriation of Christology in the context of contemporary pluralism.

*Khaled Anatolios*

**TM 737 Modern Eastern Christian Theology (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Systematics

This course will survey some major works in the canon of modern Eastern Christian thought, ranging from literature (Dostoevsky, Bakhtin) to religious philosophy (Florensky, Soloviev, Yannaras) to liturgical theology (Schmemmann) to Christology and Trinitarian theology (Bulgakov, Lossky).

*Khaled Anatolios*

**TM 744 Philanthropy in Biography and Society: History, Trends, Meaning, Motives, Spirituality, and Practice (Spring: 3)****School of Theology and Ministry cross-listed course**

An interdisciplinary course designed for graduate students from across the university seeking to understand the personal meaning and financial trends of philanthropy, especially among wealth holders and for those who may become donors, fundraisers, or nonprofit executives. Philanthropy is one component of moral biography by which individuals freely allocate resources to achieve their discerned vocational purposes. Topics include: the history of philanthropy; its philosophical, spiritual, and sociological underpinnings; its patterns and trends in the U.S. and globally; its motivations; how research methodology affects findings; the daily personal assistance we provide to others; and how to conduct biographical conversations with donors.

*Paul Schervish***TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 3)****School of Theology and Ministry course****Pass/Fail.**

This practicum is a two-semester, six-credit course in which students direct from 3 to 5 persons, receive supervision, and attend a three-hour seminar every week. An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.

*Ellen Keane***TM 767 Hispanic Ministry Seminar I: Pastoral Dimensions (Fall: 3)****School of Theology and Ministry—Weston Jesuit course***Prerequisite:* Pastoral Studies

Nearly 50% of Catholics in the United States are Hispanic. Consequently, to minister in the Church in the U.S. increasingly requires appropriate understanding of the reality of Latinos/as in this country as well as their spiritual and cultural contributions. This graduate level seminar invites participants to envision pastoral models that respond to the culturally diverse nature of the Church and to work particularly with Hispanic Catholic communities.

*Hosffman Ospino***TM 768 Hispanic Ministry Seminar II: Theological Foundations (Spring: 3)****School of Theology and Ministry—Weston Jesuit course***Prerequisite:* Systematics

This course serves as an introduction to U.S. Latino/a theology and gives each student the opportunity to consider how this theological discourse reflects and enriches the faith experience of Latinos/as across the United States. This course briefly surveys several enduring theological themes and their attendant questions (e.g., theological anthropology, doctrine of God, Christology, ecclesiology, sacraments, soteriology, Mariology, eschatology) as they are engaged by U.S. Latino/a theologians.

*Nancy Pineda-Madrid***TM 776 Group Supervision II (Spring: 2)****School of Theology and Ministry course****Pass/Fail.**

This two-semester course requires participants to become involved in presenting case studies based on experience, reflection, and

discussion each week. It includes extensive presentations of work with a directee over a lengthy period of time with reflection on one's progress as a spiritual director.

*Catherine Hannigan and CRD Staff***TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)****School of Theology and Ministry course***Prerequisite:* Completion of the Professional Ministry Practicum.**Students must meet with professor before registering for this course.**

This practicum provides opportunities for Th.M. and advanced M.Div. candidates to develop and exercise ministerial leadership in settings requiring both advanced ministerial experience and theoretical preparation for supervision, administration, and/or consultation. Frequently, the practicum conjoins expertise in another professional field or academic discipline with the practice of ministry.

*Melissa Kelley***TM 785 Theology, Spirituality, and the Body (Spring: 3)****School of Theology and Ministry—Weston Jesuit course***Prerequisite:* Pastoral Studies

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

*Colleen Griffith***TM 787 Diaconate Practicum (Fall/Spring: 3)****School of Theology and Ministry course***Prerequisite:* Completion of the Professional Ministry Practicum**Students must meet with professor before registering for this course.**

Provides ordained deacons with an opportunity for engagement and direction in parish settings or other ministerial sites.

*Melissa Kelley***TM 790 Historical Resources for a Cotemporary Spirituality (Fall: 3)****School of Theology and Ministry—Weston Jesuit course***Prerequisite:* Systematics**TM 790 is not a prerequisite for TM 791.**

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross.

*Colleen Griffith***TM 791 Spirituality and Justice: Twentieth Century Writings (Spring: 3)****School of Theology and Ministry—Weston Jesuit course***Prerequisite:* Pastoral Studies

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

*Colleen Griffith*

### TM 801 Mariology (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics or Historical Theology

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches throughout the world? The course provides a survey of the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry and comparative analysis (dogmatic, historical, social scientific, and aesthetic). Conscious of the interactive dynamics of religion, culture, politics, and social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. Course explores the significance of Marian art, music, literature, film and sites of pilgrimage for Christian spirituality and theological imagination.

*Margaret Guider*

### TM 802 Seminar: Theology, Education, and Liberation (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

What does it mean to do theology faithfully so as to teach as Jesus taught, especially in situations where human dignity is compromised by vulnerability, catastrophe, terror, uncertainty, and misery? This course proposes the life, writings and legacy of the Brazilian theorist Paulo Freire (1921-1997) as a resource for theological inquiry and critical reflection. Setting Freire's insights and observations in conversation with those who believe another world is possible, the course examines the power of love, hope, freedom, dialogue, faith in countering the dehumanizing effects and demonizing tendencies of narcissism, fatalism, oppression, apathy, cynicism, fanaticism, and corruption in today's world.

*Margaret Guider*

### TM 803 Grace (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g., Irenaeus, Augustine, Pelagius), medieval (Aquinas), reformation (Luther, Calvin, Trent, John of the Cross), and modern (Congar, Rahner, Balthasar, Lonergan, liberation theology). Themes to be explored include: sin, forgiveness, and healing; divine initiative and human freedom; sanctification; the relationship between nature and grace; social dimensions of grace; and theologies of the Spirit.

*Dominic Doyle*

### TM 804 Sociology of Religion (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Moral Theology

This seminar explores major theorists of religious beliefs, experiences, practices and institutions. We will read original texts from classic thinkers (Durkheim, Weber, Eliade, Geertz, Berger, Bellah, Douglas) as well as current sociologists (Wuthnow, Orsi) who analyze religion in the U.S. Concepts will include religious evolution, symbolism, secularization, ritual activity, theodicy, civil religion, generational change, popular religion, and spirituality. Students are encouraged to write a final research paper which applies various theories of religion and social science tools to contemporary cultural phenomena.

*Thomas Massaro, S.J.*

### TM 805 Seminar: Ethics and Empire: Eusebius to Augustine (Spring: 3)

*Prerequisites:* A seminar course in early church history and a course in moral theology, primarily for advanced degree students.

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Church History and Moral Theology

The seminar will examine the evolving relationship of church and empire in the fourth century as a context for the articulation of Christian social and political ethics by bishops, theologians, exegetes, and preachers of the period.

*Francine Cardman*

### TM 815 Theological Anthropology (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

What does it mean to be a Christian humanist? Often, terms "Christian" and "humanist" are opposed. Christian theological reflection, to the contrary, understands them to be intimately united. This course examines key aspects of human life in the light of Christian revelation. It inquires into the possibility and meaning of Christian humanism through wide-ranging cluster of issues that comprise theological anthropology: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; and community.

*Dominic Doyle*

### TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.

*Thomas Groome*

### TM 820 Disputed Questions in Contemporary Theology (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Systematics

An introduction to contested issues in contemporary Christian theology, such as the role of biblical criticism, the relationship between science and faith, the encounter with world religions, theories of

atonement, divine impassibility, and the possibility of faith in a consumer culture. The goals of this course are: (1) to map out the basic elements of each problematic area; (2) to register some popular yet unsatisfactory answers (e.g., creationism and reductionism as responses to the question of science and faith); and (3) to consider more authentic and theologically persuasive responses.

*Dominic Doyle*

**TM 825 Ethics in an Ecumenical Perspective (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

This course will treat some of the major themes and exemplars of moral theology and/or Christian ethics in the last half century. Authors treated will include Roman Catholics such as Lisa Sowle Cahill, Josef Fuchs, Germain Grisez, Bernard Häring, Richard McCormick, William Spohn, and Protestants such as Karl Barth, Dietrich Bonhoeffer, James Gustafson, Beverly Wildung Harrison, Stanley Hauerwas, H. Richard Niebuhr, and Paul Ramsey. Topics treated will include methodologies, approaches to moral reasoning, the role of Scripture in Christian ethics, conscience, natural law, moral norms, and casuistry.

*James T. Bretzke, S.J.*

**TM 840 Master of Divinity Closure Seminar (Spring: 3)**  
**School of Theology and Ministry course**

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program.

*Thomas Kane, C.S.P.*

**TM 845 Roman Catholic Fundamental Moral Theology (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

This course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: The Nature and History, as well as a Methodological Model for Approaching Fundamental Moral Theology; The Moral Person and Moral Community; Conscience, Moral Norms and the Natural Law; Evaluations of Moral Acts; Sin (personal and social), Conversion and Reconciliation; Roles of Church Teaching (Magisterium) and Tradition in selected contemporary issues in the areas of sexual ethics, health care and bioethics, and Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology.

*James Bretzke, S.J.*

**TM 850 Church Management: Integrative Colloquium (Spring: 3)**

*Prerequisite:* Students are required to attend all three weekends.

**Spring Weekend Course.**

**January 22 and 23, February 19 and 20, March 26 and 27.**

**Friday 4:00 p.m.-9:00 p.m., Saturday 9:00 a.m.-3:00 p.m.**

**Students must register for all three weekends.**

This course is designed to integrate best management practices into the pastoral ministries of the church. Drawing upon the language and cultures of both management and ministry, it will enable people to manage the church's temporal responsibilities in ways that enhance its spiritual mission. Its curriculum will focus on management issues of pressing interest to the church's mission in the world; It can serve people specializing in church management as a vocational choice or for those whose ministry could be enhanced by such a course.

*Catherine O'Connor, CSB*

**TM 860 Seminar: Conscience and the Natural Law (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Moral Theology

This seminar will investigate the themes of individual moral conscience and its relation, understanding, and integration with the natural moral law. An historical overview will be studied of how the notions of conscience and the natural law developed before moving on to a consideration of how Christian ethicists, moral theologians, and other experts in the social sciences have approached these topics in the last fifty years.

*James Bretzke, S.J.*

**TM 861 Jesus and Hermeneutics (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Systematics or New Testament

An investigation of what we know about Jesus, what it means to say how Jesus is normative for Christian self-understanding, and how particular hermeneutical theories bear on interpreting Jesus.

*Daniel Harrington, S.J.*

**TM 862 Post-Exilic Old Testament Books (Spring: 3)**  
**School of Theology and Ministry course—Weston Jesuit course**

*Prerequisite:* Old Testament

An examination of the later books of the Old Testament, from the perspective of a community rebuilding its life and institutions after destruction.

*Daniel Harrington, S.J.*

**TM 863 Biblical Aramaic (Spring: 3)**

*Prerequisite:* Prerequisite: Intermediate knowledge of Hebrew

**School of Theology and Ministry course**

Translation and grammatical analysis of the Aramaic portions of Ezra and Daniel, as well as Qumran texts and Targums.

*Daniel Harrington, S.J.*

**TM 871 Colloquium on Ministry and Life (Fall: 0)**  
School of Theology and Ministry course

This foundational integrative component of STM's sabbatical program offers a spiritually formative discussion in a collegial atmosphere, seeking to meet individual interests while looking toward their next steps on the journey. Drawing on the rich educational and ministerial backgrounds of the participants, the Colloquium invites meaningful reflection and candid sharing on spiritual practice, spiritual development issues, and on what it means to be ministers in today's Church.

*Melinda Donovan*

**TM 880 M.T.S. Thesis (Fall/Spring: 3)**  
School of Theology and Ministry course

*Edward Vacek, S.J.*

**TM 881 Th.M. Thesis (Fall/Spring: 6)**  
School of Theology and Ministry course

*Thomas Kane, CSP*

**TM 882 Psychotherapy and Spirituality (Spring: 3)**  
School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh*

**TM 885 Continuing Status (Fall/Spring: 0)**  
Offered Biennially

School of Theology and Ministry course

*The Department*

**TM 888 Masters Interim Study (Fall/Spring: 0)**  
School of Theology and Ministry course

*The Department*

**TM 980 S.T.D. Specialized Research (Fall/Spring: 6)**  
School of Theology and Ministry Course

*The Department*

**TM 985 S.T.L. Thesis (Fall/Spring: 9)**  
School of Theology and Ministry course

*Thomas Massaro, S.J.*

**TM 987 Role of Empathy in Pastoral Care and Counseling (Spring: 3)**  
School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.

*John J. Shea, OSA*

**TM 991 Special Issues in Pastoral Care and Counseling (Spring: 3)**  
School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse, the addictions along with dual diagnosis and co-dependency, the experience of trauma, loss and depression, ministry to those with AIDS, dying and bereavement, suicide and burnout in ministry.

*John J. Shea, OSA*

**TM 994 Education for Justice and Peace (Spring: 3)**  
School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Pastoral Studies

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice. Following is a review of Catholic social teachings, as a means of offering a theological foundation for educating for justice around issues. The course looks at educational methods from the early twentieth century to the present, methods that reflect an understanding that education itself is a work of justice. Course concludes with an opportunity for students to integrate: tools of investigation and analysis on an issue of justice; Catholic social teaching; and appropriate methodology for effective education.

*Theresa O'Keefe*

**TM 999 Ph.D. Continuation (Fall/Spring: 0)**  
School of Theology and Ministry course

*The Department*

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

### INTRODUCTION

The Lynch School offers 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. 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.

### LYNCH SCHOOL GRADUATE PROGRAMS

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

### Policies and Procedures

#### *Admission*

Information about admission is available on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll). You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Champion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

#### *Deferral of Admission*

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

#### *Admission for International Students*

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application that can be downloaded from the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll). Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Champion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu). All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service ([www.ets.org](http://www.ets.org)). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 80 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. The Lynch School requires that all applicants to master's and doctoral programs take the Graduate Record Examination (GRE).

#### *Non-Degree Status*

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions homepage and is required for enrollment in courses. A Non-Degree Student application is comprised of the



online application form and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services.

### **Financial Aid**

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website ([www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll)) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial aid to a small group of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of \$10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At

the completion of the expected years of service, the entire amount of the loan will be canceled with no payment due. This award is often paired with a tuition scholarship.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the *Donovan Urban Teaching Scholars Program*. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

*Dean's Awards* are tuition scholarships of varying amounts given to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. As part of continuing efforts in the Lynch School to address the needs of academically talented, economically disadvantaged students who wish to pursue graduate study in the Lynch School, we are pleased to announce a new Need-based Financial Aid program. This program is available to all master's degree applicants who plan to attend full-time. For further information, please contact the Director of Graduate Admissions in the Office of the Graduate Admission, Financial Aid, and Student Services.

The *Graduate Alumni Award* was established by graduates of the Lynch School to provide significant support to incoming students with outstanding academic achievement who shows particularly great promise in the fields of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Diversity Fellowships* are renewable for up to five years of support, and carry full tuition scholarships of 18 credits per year and stipends of approximately \$19,000.

The *Catholic Educator Award* is a tuition scholarship award associated with the Educational Leadership program, established through a partnership between the Lynch School of Education and the School of Theology and Ministry at Boston College. It supports students who are preparing to study and practice across the educational spectrum, from schools K-12 to institutions of higher education. Three new degree opportunities give students the ability to integrate studies in school or university administration with courses in Catholic mission, culture, theology and ministry. The new degree opportunities include:

- **The M.A. in Higher Education with a concentration in Catholic University Leadership** is for those aspiring to careers in educational administration in Catholic colleges and universities and who wish to embrace their distinctive mission and culture.
- **The M.Ed. in Religious Education with a Catholic School Leadership concentration** is designed for those who have some background and experience in educational administration, but little formal background in Catholic theology or ministry and wish to become principals or presidents of Catholic schools.
- **The M.Ed. in Educational Leadership and Catholic School Leadership** prepares those with little background in educational administration for the principalship or presidency of Catholic schools. The degree offers coursework and supervised clinical experiences required for licensure in the Commonwealth of Massachusetts while educating graduates to promote a

mission-based ethos in their schools. For more information on these programs, visit the Lynch School Center for Catholic Education website at [www.bc.edu/cce](http://www.bc.edu/cce). Generous financial aid is available.

The *William and Mary Lam Graduate Student Scholarship* is given to a Chinese citizen who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship.

The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the *Severe Disabilities Program*. Further funding is available to students who wish to receive an additional endorsement in educating students who are deafblind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the Severe Disabilities Program with additional coursework in deafblindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

Full-time graduate students enrolled in the courses required for the *Teaching English Language Learners (TELL/ESL) Certificate* are eligible for scholarships and internships, pending federal funding through the Office of English Language Acquisition in the U.S. Department of Education.

*Graduate Assistantships* are a combination of tuition scholarship and stipend in varying amounts. A listing of assistantships is produced annually by the Office for Graduate Admission, Financial Aid, Student Services, and the Murray Graduate Student Center. Students submit resumes and letters of interest to the office or individual holding the assistantship opportunity.

### ***Students with Disabilities***

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

### ***Licensure and Program Accreditation***

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in Campion 103, 617-552-4206, can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited to TEAC (Teacher Education Accreditation Council).

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

### ***International and Special Practicum Placement Program for Graduate Studies***

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs 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 student teaching opportunities are available in Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

### ***Degree Programs***

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ph.D., and Ed.D. degrees. Graduate programs serve a dual purpose—**research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

### *Doctoral Degree Programs*

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

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean for Graduate Studies. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at [www.bc.edu/lynchschoo](http://www.bc.edu/lynchschoo).

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at [www.bc.edu/schools/lsoe/academics/Graduate/phd.html](http://www.bc.edu/schools/lsoe/academics/Graduate/phd.html).

#### ***Certificate of Advanced Educational Specialization (C.A.E.S.)***

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum & Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership and Curriculum & Instruction, contact the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master's Degree Programs***

Candidates for the master's degree must be graduates of an accredited college or university. The Office of Graduate Admission, Financial Aid and Student Services, Campion 135 provides academic and financial aid services for master's students throughout their studies in the Lynch School.

#### **Master of Education Degree (M.Ed.)**

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching\*
- Special Education Teaching\*
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-8 and Grades 5-12, Students with Severe Special Needs pre K-12.

#### **Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)**

##### *M.A.T. and M.S.T. for Initial Licensure*

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), Latin and classical humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

##### *M.A.T. and M.S.T. for Professional Licensure*

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure. Candidates can only apply to the state for Professional Licensure after teaching for three years, but may begin course work during the first year of teaching. The Professional License is available in the following academic disciplines: English, history, French, Spanish, earth science, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

#### **Master of Arts Degree (M.A.)**

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education
- Counseling
- Developmental and Educational Psychology

These programs are described in each departmental section.

#### **Course Credit**

A *minimum* of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Graduate Studies, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Graduate Studies.

#### **Programs of Study**

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at [www.bc.edu/schools/lsoe/academics/pos.html](http://www.bc.edu/schools/lsoe/academics/pos.html). They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed with the Associate Dean of Graduate Studies.

### Fifth Year Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year Programs.

### Research Centers

The Lynch School houses several Research Centers. For more information refer to the *About Boston College* section of this catalog.

### Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements. Boston College's Lynch School of Education was selected as one of the leading universities in the nation to receive grants from the Carnegie Corporation of New York and other funders to support an ambitious reform initiative, Teachers for a New Era. This initiative was designed to stimulate construction of excellent teacher education programs in those colleges and universities that were selected as recipients.

### Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) Certificate in their program of studies. This program prepares mainstream educators to be "highly qualified" to teach English language learners in their classrooms. Those interested in this program should let their advisors know when planning the program of studies.

### Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, French and Spanish, Latin, and Classical Humanities
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K-8, 5-12)
- Specialist Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

### Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

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.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often

requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience. 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 (TNE).

### ***Professional Licensure Programs***

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* and the *12 Credit Program Leading to Professional Licensure*.

The *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), and Spanish (5-12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The *12 Credit Program Leading to Professional Licensure* is an option available to candidates who received Initial Licensure in a Master's Degree licensing program. This program is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), Earth Science (8-12), English (8-12), French (8-12), History (8-12), Mathematics (8-12), and Spanish (5-12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial license in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

### ***Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum & Instruction***

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: February 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year—February 1 for a summer or fall deadline. Applicants must meet the priority deadline to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching below.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & Instruction is February 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services, Campus 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll), email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### **Programs in Teacher Education/Special Education and Curriculum & Instruction**

#### ***Master of Education (M.Ed.) in Early Childhood Teaching***

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

#### ***Master of Education (M.Ed.) in Elementary Teaching***

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a Master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

#### ***Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching***

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and Classical Humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the

prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### ***Master of Education (M.Ed.) in Reading/Literacy Teaching***

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

### ***Master of Education (M.Ed.) in Curriculum & Instruction***

The master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

### ***Master of Education (M.Ed.) in Special Education***

**Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. Applicants who have completed a regular

education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K-12**

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

### ***Teaching English Language Learners (TELL/ELS) Certificate***

The Lynch School of Education 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, moderate special needs, 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 (which can be fulfilled through the pre-practicum requirement). Courses include ED 346 Teaching Bilingual Students (elementary or secondary education section), ED 621 Bilingualism, Second Language and Literacy Development, and workshops leading to licensure as a Certified MELA-O Administrator offered as a free non-credit 10-hour training over two Saturday sessions. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Dr. Brisk, brisk@bc.edu or Dr. Paez, paezma@bc.edu.

### ***Donovan Urban Teaching Scholars Program***

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

### Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum & Instruction. For further information on the C.A.E.S. program in Curriculum & Instruction, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

### Doctoral Program (Ph.D.) in Curriculum & Instruction

The doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

### Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

### Programs in Educational Leadership

#### *Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Leadership Programs*

Students in Educational Leadership may seek state administrative licensure as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Leadership to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, in some cases, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Practicum Experiences and Teacher Induction. All Educational Leadership students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Leadership students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

#### *Application Deadlines for Programs in Educational Leadership*

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Leadership is February 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for the PSAP program, the Lynch School's part-time Ed.D. program for practicing administrators, is February 1. The Ph.D program in Educational Administration is no longer accepting applications.

#### **Professional School Administrators Program**

The Professional School Administrators (PSAP) program is offered in alternate years and will be admitting a cohort in 2011.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll) or email us at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### *Master of Education (M.Ed.) in Educational Leadership*

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be *licensed*, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

### Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators, which in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The Professional School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### Programs in Higher Education

#### Application Deadlines for Programs in Higher Education

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll) or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### Master of Arts (M.A.) in Higher Education

The Master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
- Higher Education Administration
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests and goals.

### Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

### Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with the Director of Student Services in the Office of Graduate Admissions, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admissions, Financial Aid, and Student Services.

#### Programs in Counseling and Counseling Psychology

Programs in Counseling and Counseling Psychology have as a mission the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

#### Application Deadlines for Programs in Counseling Psychology

The priority deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 1 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135,



Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may file the application from the Lynch School website at [www.bc.edu/lynchschool](http://www.bc.edu/lynchschool) or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

### ***Master of Arts (M.A.) in Counseling***

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

### ***Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)***

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

### **Programs in Applied Developmental and Educational Psychology**

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/ education experience in the field.

#### ***Application Deadlines for Programs in Applied Developmental and Educational Psychology***

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll) or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master's Programs (M.A.) in Applied Developmental and Educational Psychology***

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following six focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.

- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.
- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Early Childhood Specialist Focus for those who seek to develop a strong conceptual and empirical understanding of child development and family systems with relevance to application during the early childhood years.
- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas.

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

#### ***Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology***

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, math, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and

quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

### **Department of Educational Research, Measurement, and Evaluation**

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

#### ***Application Deadlines for Programs in Educational Research, Measurement, and Evaluation***

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

*Note:* In some cases, applications are considered beyond the deadline. Call the Office of Graduate Admissions, Financial Aid, and Student Services at 617-552-4214 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at [www.bc.edu/lynchschooll](http://www.bc.edu/lynchschooll) or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation***

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

#### ***Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation***

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and

Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

### **Dual Degree Programs**

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute for Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

#### ***Dual Degree Program—Law and Education***

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services

licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

### ***Dual Degree Program—Management and Higher Education (M.B.A./M.A.)***

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

### ***Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)***

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program

must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

### ***Dual Degree Program—Pastoral Ministry and Educational Leadership (M.A./M.Ed.)***

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Leadership allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Leadership and the School of Theology and Ministry.

The deadline for application to the M.Ed. program in Educational Leadership is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

### ***Interdisciplinary Certificate in Human Rights and International Justice***

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all of the university's graduate schools. The Certificate requires the student to: 1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; 2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; 3) complete the Center's Interdisciplinary Seminar in Human Rights; and, 4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information visit: [www.bc.edu/centers/humanrights/academics.html](http://www.bc.edu/centers/humanrights/academics.html)

## EDUCATION

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### Lynch School Graduate Programs, Summary of Program and Degree Offerings

#### *Department of Teacher Education/Special Education and Curriculum & Instruction*

Early Childhood Education: M.Ed.  
Elementary Education: M.Ed.  
Secondary Education: M.Ed., M.A.T., M.S.T.  
Reading /Literacy Teaching: M.Ed., C.A.E.S.  
Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.  
Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education, and reading.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.

#### *Department of Educational Leadership and Higher Education*

Educational Leadership: M.Ed., C.A.E.S., Ed.D.  
Higher Education: M.A., Ph.D.

#### *Department of Counseling, Developmental, and Educational Psychology*

Counseling Psychology: M.A., Ph.D.  
Applied Developmental and Educational Psychology: M.A., Ph.D.

#### *Department of Educational Research, Measurement, and Evaluation*

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

#### *Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry*

Curriculum & Instruction/Law: M.Ed./J.D.  
Educational Leadership/Law: M.Ed./J.D.  
Educational Leadership/Pastoral Ministry: M.Ed./M.A.  
Higher Education/Law: M.A./J.D.  
Higher Education/Business Administration: M.A./M.B.A.  
Counseling/Pastoral Ministry: M.A./M.A.

#### *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*; 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

**Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

**Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

**Robert Starratt**, *Professor*; B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois

**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 and Interim Associate Dean*; 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

**Elizabeth Sparks**, *Associate Professor*; B.A., Wellesley College; M.Ed. Teachers College, Columbia University; Ph.D. Boston College

**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 V. Laski**, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

**Zhushan Li**, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign

**Julie Pacquette MacEvoy**, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., Duke University

**Katherine McNeill**, *Assistant Professor*; B.A., Brown University; M.S., Ph.D. University of Michigan

**Rebecca Mitchell**, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

**Paul Poteat**, *Assistant Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

**C. Patrick Proctor**, *Assistant Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

**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 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, 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.

*The Department*

### **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, finger-spelling, 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*

## Graduate Course Offerings

**ED 401 Supervision in Action (Spring: 3)**

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

*Amy Ryan*

**ED 420 Initial License Practicum (Fall/Spring: 6)**

*Corequisite:* ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, and Intense Special Needs. Placements are made in selected area, international, out-of-state, 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 421 Theories of Instruction (Spring: 3)**

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*Lillie Albert*

**ED 429 Graduate Pre-Practicum (Fall/Spring: 1)**

*Corequisite:* ED 431

**Pass/Fail.**

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

*Fran Loftus*

*Melita Malley*

**ED 431 Graduate Inquiry Seminar: One (Fall: 1)**

*Corequisite:* ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives



about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

*The Department*

### **ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)**

*Corequisite:* ED 420

**Donovan Urban Scholars must enroll in ED 432.08.**

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfied the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

*The Department*

### **ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)**

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

*The Department*

### **ED 436 Curriculum Theories and Practice (Fall/Spring: 3)**

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

*The Department*

### **ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)**

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

*Richard Jackson*

### **ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)**

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

*The Department*

### **ED 450 Introduction to Educational Leadership and Change (Fall: 3)**

This course introduces and evaluates the knowledge base in the field of educational administration with a focus on traditional and emerging theories of educational leadership and organizational change and how those theories might be enacted in "real world" schools. Students learn to situate leadership processes in relation to the historical and contemporary purposes of schooling, changing social, political, and demographic contexts, and speculate about what effective and "successful" leadership might look like in our increasingly complex and diverse public and private educational institutions of the twenty-first century.

*Laurie Johnson*

### **ED 451 Human Resources Administration (Spring: 3)**

**Offered Biennially**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*The Department*

### **ED/PY 460 Interpretation and Evaluation of Research**

**(Fall/Spring/Summer: 3)**

**Mental Health counseling students must take PY 460.12. Other sections do not meet licensing requirement for mental health students.**

This course will improve a students' understanding of the quantitative research literature in education and psychology. It concentrates on developing the conceptual foundations of quantitative research and the practical analytic skills needed by a competent reader and user of research reports. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

*Larry Ludlow*

### **ED 461 Human Rights Interdisciplinary Seminar (Spring: 3)**

**Cross Listed with PY 461, LL 461, TH 461, UN 461**

**Instructor permission only.**

**Satisfies ABA Writing Requirement for Law Students.**

**Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to Professor David Hollenbach (hollenb@bc.edu). The application deadline is Friday, November 5, 2010.**

The seminar will be taught and organized by Professor Hollenbach, with participation by the Directors, Fellows, and Affiliated Faculty of the Center for Human Rights and International Justice (see [www.bc.edu/humanrights](http://www.bc.edu/humanrights)). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times. In the spring of 2011, the seminar's focus will be on the ethical, political, legal, and psychosocial issues confronting those whose human rights are affected by refugee movement and migration, especially in the context of war, humanitarian crisis, and grave forms of gender, racial, and ethnic injustice.

*David Hollenbach, S.J.*

**ED/PY 462 Assessment and Test Construction (Fall: 3)**

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

*Joseph Pedulla*

**ED/PY 468 Introductory Statistics (Fall: 3)**

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information, measures of location, dispersion, position, and dependence, and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

*Zhushan Li*

**ED/PY 469 Intermediate Statistics (Fall/Spring: 3)**

*Prerequisite:* ED/PY 468 or its equivalent, and computing skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

*Joseph Pedulla*

**ED 472 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)**

**Cross Listed with EN 717**

**Offered Biennially**

**Satisfies literary requirement in English and advanced content requirement in Teacher Education.**

Collaboratively-developed and taught course that explores major theories of literary criticism and investigates how classroom teachers can develop curriculum and instruction that apply these forms to analysis and discussion of text in the classroom. Students will read, discuss, and analyze six major works and examine ways of teaching and viewing texts through several critical theory lenses. Pedagogy also emphasizes culturally-relevant strategies for helping mainstream, special needs, and linguistically-different learners access understanding about theory and content. Additional readings address theories of literary criticism and theories of curriculum and instruction.

*The Department*

**ED 473 Teaching Writing (Summer: 3)**

In this course, developing and sustaining a writing curriculum for teachers in K-12 will be practiced and discussed, including a variety of pedagogical approaches to developing a sustained and enjoyable classroom writing culture. The primary emphasis will be on learning through doing—students will write in a variety of genres themselves (poetry, short fiction, memoir, reader response essay) with group discussion on process and implementation in their individual classrooms and based on their own students' needs.

*Susan Roberts*

**ED 492 Deaf/Blind Seminar (Summer: 3)**

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

*The Department*

**ED 493 Language Acquisition Module (Fall: 1)**

*Corequisite:* ED 593

See course description for ED 593.

*The Department*

**ED 495 Human Development and Disabilities (Fall/Summer: 3)**

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*The Department*

**ED/PY 515 Interprofessional Collaboration:School/Community Services (Spring: 3)**

**Cross Listed with SW 801**

This course addresses a multidisciplinary approach to problem solving in education, human services, and health care. It examines, from a holistic/ ecological perspective, the health, educational, psychological, and social issues that impact children and families, particularly those living in poverty. The course will emphasize collaboration amongst mental health care professionals, health care providers, and educators in addressing child and family issues. Students in education, psychology, social work, and nursing will share knowledge and strategies as together they address the complex issues confronting children and families.

*The Department*

**ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)**

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

*The Department*

**ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)**

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

*The Department*

**ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)**

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*The Department*

**ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)**

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

*The Department*

**ED 543 Teaching Language Arts (Fall/Spring: 3)**

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*Curt Dudley-Marling*

*Maria Estela Brisk*

**ED 546 Teaching About the Natural World (Fall/Spring: 3)**

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

*G. Michael Barnett*

**ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)**

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate

urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.

*Eric Strauss*

**ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)**

**Offered Biennially**

**Recommended: ED/PY 462 and ED/PY 469**

Provides a technical introduction to the design, analysis and reporting of various types of tests, including school-based formative and summative tests, high-stakes external assessments and large-scale survey assessments. Examines interpretation and validation issues related to test use, especially for school accountability and the formulation of education policy.

*Henry Braun*

**ED 561 Evaluation and Public Policy (Fall: 3)**

*Prerequisite:* ED 466 or consent of instructor

**Cross Listed with PY 561**

**Offered Biennially**

The course will examine some issues that arise in educational accountability. The purpose is to develop a deeper understanding of the policy issues and a critical appreciation of the relevant methodological strategies. One topic is the establishment and use of state-specific performance standards under NCLB and the quantification of the relative rigor of those standards. A second is the evaluation of school or teacher effectiveness using so-called value-added models. A third is the policy evaluation of school reform efforts (such as charter schools) using data from large-scale cross-sectional surveys. The latter two topics both involve causal inferences from observational studies.

*Henry Braun*

**ED/PY 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)**

**Recommended: ED/PY 462 and ED/PY 468**

Examines measurement concepts and data collection procedures in the context of large-scale (e.g., district, state, national, and international) assessment. Considers technical, operation, and political issues from the perspective of measurement concepts. Using examples from TIMSS, PIRLS, and NCLB, covers framework development, test development, questionnaire development, sampling, data collection, analysis, and reporting

*Ina Mullis*

**ED 579 Educational Assessment of Learning Problems (Fall: 3)**

**Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.**

**Not open to Special Students.**

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress.

*Claudia Rinaldi*

**ED 587 Teaching and Learning Strategies (Spring: 3)***Prerequisite:* ED 579**Not open to non-degree students.****ED 587.01 is intended for general educators and ED 587.02 is required for special educators**

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilize an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

*David Scanlon***ED 589 The Linguistic Structure of English (Fall: 3)****Cross Listed with SL 323, EN 121****Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meaning of words, and properties of discourse.

*Claire Foley***ED 592 Foundations of Language and Literacy Development (Spring: 3)**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*Curt Dudley-Marling***ED 593 Introduction to Speech and Language Disorders (Fall: 3)***Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department***ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)***Prerequisite:* ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*Claudia Rinaldi***ED 610 Specialist License Practicum (Fall/Spring: 6)**

*Prerequisites:* Approval by the Practicum Office, good academic standing, and successful completion of all undergrad practicum regular education teacher certification requirements

*Corequisite:* ED 432

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. 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.

*The Department***ED 617 Leadership at the School Level (Fall:3)**

This course introduces students to the role and responsibilities of the principal and helps students understand the traits that make one a successful principal. Emphasis is on the principal as a leader, change agent, culture builder, instructional leader, and creator of core values.

*Irwin Blumer***ED 619 Ethics and Equity in Education (Fall: 3)**

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

*Robert Starratt***ED 620 Practicum in Supervision (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department***ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)**

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

*Maria Estela Brisk**Mariela Paez**Patrick Proctor*

**ED 622 Practicum in School Principalship (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department*

**ED 623 Practicum in Superintendency (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department*

**ED 626 Seminar in Educational Leadership (Spring: 3)**

*Corequisite:* ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

*Irwin Blumer*

**ED 628 Computer Applications for Educators (Spring: 3)**

**Offered Biennially**

**This is not a course in computer programming. Alternates every other Spring with ED 128. (ED 628 is for graduate students only).**

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Alec Peck*

**ED 633 Impact of Psychosocial Issues on Learning (Summer: 3)**

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

*The Department*

**ED 652 Practicum in Special Education Administration (Fall/Spring: 3)**

*Corequisite:* ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

*The Department*

**ED 656 Administration of Local School Systems (Fall: 3)**

**Offered Biennially**

Examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent provide effective leadership to a school system? What are the issues he or she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

*Irwin Blumer*

**ED 664 Design of Experiments (Spring: 3)**

*Prerequisite:* ED/PY 667

**Offered Biennially**

This course will introduce experimental design as a paradigm for thinking about the conduct of educational research and evaluation. The goals of this course are to introduce students to the design and statistical principles of the experimental approach to educational research with particular emphasis on the correct analysis of data arising from designed experiments. We will discuss a variety of experimental designs, their advantages and disadvantages, estimation of treatment effects, and significance testing.

*Laura O'Dwyer*

**ED/PY 667 General Linear Models (Fall/Spring: 3)**

*Prerequisite:* ED/PY 469

**Ph.D. students only**

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; sources of multicollinearity; diagnostic residual analysis techniques; partial and semipartial correlations; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; analysis of covariance; and logistic regression.

*Larry Ludlow*

**ED/PY 668 Multivariate Statistical Analysis (Spring: 3)**

*Prerequisite:* ED/PY 667

**Offered Biennially**

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

*Zhushan Li*

**ED/PY 669 Psychometric Theory (Spring: 3)**

*Prerequisite:* ED/PY 462 and ED/PY 667

**Offered Biennially**

**Ph.D. students only**

Presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, classical true-score theory, and item response theory. Specific topics include principles of Rasch measurement, parameter estimation procedures, fit statistics, item banking, and computer adaptive testing.

*Larry Ludlow*

**ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Spring: 3)**

Offered Biennially

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert***ED 675 Consultation and Collaboration in Special Education (Spring: 3)**

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

*Alec Peck***ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*David Helm***ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Susan Bruce***ED 701 The College Student Experience (Spring: 3)**

This course explores the ways in which the higher education community has addressed three basic questions: Who goes to college? What sorts of experiences do students have in college? And, as a consequence of their experiences, who do they become by graduation? The course will familiarize students with the nature and characteristics of the college student population in American higher education, the variety of research methods used to study college students, and some of the many effects and outcomes of college student experiences.

*Heather Rowan-Kenyon***ED 705 Education Law and Public Policy (Fall/Spring: 3)**  
Cross Listed with LL 703

Department permission required.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and

public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*Diana Pullin**Norah Wylie***ED 706 Philosophy of Education.**

The course will explore underlying principles of K-16 education and the nature of knowledge, and how classical, modern and post-modern theories have impacted such things as curricula, pedagogy, and research. We will consider the roots, tensions and controversies surrounding the democratic character of American education, especially as it relates to meritocratic and egalitarian principles, equality, and the objectives of liberal education.

*Ana M. Martinez-Aleman***ED 708 Contemporary Issues in Higher Education (Fall/Spring: 3)**

The focus of this course changes across semesters. The fall offering is typically *Internationalizing Higher Education*; while other semesters cover special topics critical to the study of higher education.

*The Department***ED 709 Research on Teaching (Fall: 3)**

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

*Marilyn Cochran-Smith***ED 711 Historical and Political Contexts of Curriculum (Spring: 3)**  
Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

*Dennis Shirley***ED 720 Curriculum Leadership for Diverse Learners (Spring: 3)**

This course provides an introduction to curriculum theory and practice and the role of leadership in the development and implementation of curriculum change in schools. The historical, philosophical, and political underpinnings of curriculum movements (e.g., progressivism, essentialism, constructivism, social reconstruction) and key curriculum thinkers are discussed with particular attention to the contested nature of curriculum. Current and future curriculum issues for K-12 schools, including the influence of accountability measures and standards-based education, assessment issues, the role of professional learning communities, and the integration of technology explored. Transformative

curriculum leadership approaches that aim to educate culturally, linguistically, and intellectually diverse learners in an inclusive and democratic environment are highlighted.

*Lauri Johnson*

### **ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Spring: 3)**

*Prerequisites:* ED/PY 462 and ED/PY 667

**Offered Biennially**

Computers are widely available in schools and are increasingly used for large-scale testing programs. This course examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing. The course encourages students to explore ways in which computer-based technologies can be used to enhance assessment and solve challenges to current approaches to student assessment.

*Michael Russell*

### **ED 729 Controversies in Curriculum and Instruction (Spring: 3)**

**Offered Biennially**

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

*The Department*

### **ED 737 Contemporary Issues in Curriculum and Instruction (Fall: 3)**

This is a special topics course on contemporary issues in Curriculum and Instruction that focuses on a specific but different topic each time it is offered. The course can be taken more than once. Upcoming offering include: ED 737 Research in Special Education (Fall:3) This course will address the paradigmatic and theoretical foundations of research in special education, research on the academic achievement of students with disabilities in content areas, and evidence of the efficacy of academic inclusion of children with disabilities.

*Susan Bruce*

### **ED 755 Theories of Leadership (Spring: 3)**

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

*Andrew Hargreaves*

### **ED 757 Assessment in Student Affairs (Spring: 3)**

The purpose of this course is to introduce students to aspects of student affairs assessment including: (1) understanding different approaches to assessment, (2) choosing appropriate research designs and methods, and (3) following professional standards and guidelines.

At the end of this course students will be able to read, interpret, and critique research and assessment in student affairs and higher education, and design appropriate assessments in the field of student affairs.

*Heather Rowan-Kenyon*

### **ED 770 Higher Education in American Society (Fall: 3)**

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

*Ana M. Martínez Alemán*

*Katya Salkever*

### **ED 771 Organization and Administration of Higher Education (Spring: 3)**

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

*Ted I.K. Youn*

### **ED 772 Student Affairs Administration (Fall: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*The Department*

### **ED/PY 778 College Student Development (Spring: 3)**

**Not open to non-degree students; this policy will be strictly enforced.**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students.

*Karen Arnold*

### **ED 801 Leadership for Social Justice (Fall: 3)**

This course introduces students to the theory and practice of leadership for social justice at the school and district level. Definitions, approaches, and controversies in this emerging field will be examined. Readings, films, class discussions, and case studies related to the topics of race, ethnicity, culture, language, gender, social class, religion, sexual orientation, and disability will focus on how these issues affect educators, students and their families in today's K-12 schools. In particular, students will learn about leadership which is culturally and linguistical-

ly responsive; strengthens parent-community-school relationships; and formulates diversity policies to promote educational equity for students from diverse groups.

*Lauri Johnson*

**ED 803 History of Education (Fall: 3)**

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

*Dennis Shirley*

**ED 805 Institute for Administrators/Catholic Higher Education (Summer: 1)**

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. For more information, please visit the website: [www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html](http://www.bc.edu/schools/lsoe/cce/highered/iache/schedule.html)

*Dr. Michael James*

**ED 807 The Academic Profession (Fall: 3)**

The academic profession is examined from a sociological, cultural, and international perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession.

*Philip Altbach*

**ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)**

**Ph.D. students in Ed Administration or Higher Ed only.**

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field.

*Karen Arnold*

*Ana Martín*

**ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)**

This course is designed to introduce student to the nature of inquiry and related research strategies used in qualitative research. Assumptions about truth, knowledge, the purposes and ethics of research, and the role of the researcher will be examined. Students will learn how to synthesize and critique research studies. Basic qualitative research methods such as identifying a research problem, selecting a sample, interviewing, observing, and the preliminary analysis of data will be practiced through a focus on qualitative case studies. The goal of the course is to help educational leaders understand the theory and practice of qualitative research as well as become savvy consumer of research studies.

*Lauri Johnson*

*Patrick McQuillan*

**ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)**

**Department permission required.**

**By arrangement only.**

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*Maria Estela Brisk*

**ED/PY 861 Multilevel Regression Models (Spring: 3)**

*Prerequisite:* ED/PY 667

**Offered Biennially**

This course introduces students to multilevel regression modeling (a.k.a. hierarchical models or mixed effects models) for analyzing data with a nesting or hierarchical structure. We discuss the appropriate uses of multilevel regression modeling, the statistical models that underpin the approach, and how to construct models to address substantive issues. We consider a variety of types of models, including random intercept, and random slope and intercept models; models for longitudinal data; and models for discrete outcomes. We cover various issues related to the design of multilevel studies, model building and the interpretation of the output from HLM and SPSS software programs.

*Laura O'Dwyer*

**ED 864 Advanced Qualitative Research (Fall: 3)**

**Offered Biennially**

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

*The Department*

**ED 867 Diversity in Higher Education: Race, Class, and Gender**

**(Summer: 3)**

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access and financial aid practices.

*The Department*

**ED 868 Religion and Higher Education (Fall: 3)**

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

*Michael James*



### **ED 874 Organizational Decision Making in Higher Education (Fall: 3)**

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

*Ted Youn*

### **ED 876 Financial Management in Higher Education (Spring: 3)**

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

*Frank Campanella*

### **ED 878 Seminar on Law and Higher Education (Spring: 3)**

*Prerequisite:* ED 705 or Law student

**Cross Listed with LL 706**

**Offered Biennially**

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

*The Department*

### **ED 879 Gender and Higher Education (Spring: 3)**

**Restricted to doctoral students or master's students with permission**

Topics include the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

*Ana M. Martínez Alemán*

### **ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)**

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

*Elizabeth Sparks*

### **ED/PY 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)**

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the

research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

*M. Brinton Lykes*

### **ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**

**Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor.**

**0 credit in the Fall, 3 credits in the Spring**

**Limited to 10 participants.**

Meeting every other week throughout the year, this seminar is required of all first and second year doctoral students in Theology and Education. The curriculum has a threefold emphasis: (1) in-depth reading of scholarly literature germane to the correlation of theology and education; (2) substantive conversation and active participation; and (3) the preparation of a potentially publishable essay.

*Thomas Groome*

### **ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 3)**

*Prerequisite:* Advanced Statistics and Research Design.

**Department permission required.**

**1 credit in the Fall, 2 credits in the Spring**

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

*The Department*

### **ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)**

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*Curt Dudley-Marling*

### **ED 953 Instructional Supervision (Spring: 3)**

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

*The Department*

### **ED 956 Law and Education Reform (Spring: 3)**

*Prerequisite:* ED 705, 2L or 3L status at Law School, or consent of instructor

**Offered Biennially**

*Diana Pullin*

**ED 960 Seminar in Educational Measurement and Research (Fall: 3)  
Offered Periodically**

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

*The Department*

**ED 973 Seminar in Research in Higher Education (Fall: 3)**

*Prerequisite:* ED/PY 771 and Doctoral Standing

**Open to advanced doctoral students.**

**Prior consultation with the faculty member regarding research interest is encouraged.**

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

*Karen Arnold*

**ED/PY 988 Dissertation Direction (Fall/Spring: 3)**

*Prerequisite:* Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

## *The Boston College Law School*

### **INTRODUCTION**

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the 3-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the 1-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

### **REGISTRATION FOR BAR EXAMINATION**

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

### **AUDITORS**

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

### **ADVANCED STANDING**

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

### **DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION**

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

### **DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK**

The Graduate School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

### **DUAL DEGREE PROGRAM IN LAW AND EDUCATION**

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

### **J.D./M.A. OR J.D./PH.D. PHILOSOPHY PROGRAM**

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy department of Boston College.

### **OTHER DUAL STUDY PROGRAMS**

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

## LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

## MASTER OF LAWS (LL.M.) DEGREE

The LL.M. degree program is designed to expose legal professionals and recent graduates with a first degree in law, primarily but not necessarily of foreign origin, to the fundamentals of the U.S. legal system. The program enables students to explore American legal issues and methodology. Students may choose from among most of the courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. We are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at [www.bc.edu/llm](http://www.bc.edu/llm) or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is [bcllm@bc.edu](mailto:bcllm@bc.edu)

## INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [bcclawadm@bc.edu](mailto:bcclawadm@bc.edu). Course descriptions and scheduling information are also available on the BCLS website at [www.bc.edu/law](http://www.bc.edu/law).

### Faculty

**Charles H. Baron**, *Professor Emeritus*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

**Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia

**Robert C. Berry**, *Professor Emeritus*; A.B., University of Missouri; LL.B., Harvard University

**Peter A. Donovan**, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University

**John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

**Ruth-Arlene Howe**, *Professor Emerita*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

**Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

**Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

**Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

**Sharon Hamby O'Connor**, *Associate Professor Emerita*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

**Filippa Anzalone**, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

**Hugh J. Ault**, *Professor*; A.B., LL.B., Harvard University

**Mary S. Bilder**, *Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University

**Robert M. Bloom**, *Professor*; B.S., Northeastern University; J.D., Boston College

**Mark S. Brodin**, *Professor*; B.A., J.D., Columbia University

**George D. Brown**, *Drinan Professor and Interim Dean*; A.B., J.D., Harvard University

**R. Michael Cassidy**, *Professor and Associate Dean for Academic Affairs*; B.A., University of Notre Dame; J.D., Harvard University

**Daniel R. Coquillette**, *Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

**Scott T. FitzGibbon**, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University

**Frank Garcia**, *Professor*; B.A., Reed College; J.D., University of Michigan

**H. Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago

**Ingrid Michelsen Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary

**Daniel Kanstroom**, *Professor*; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University

**Sanford N. Katz**, *Darald and Juliet Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School

**Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

**Joseph P. Liu**, *Professor*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University

**Ray Madoff**, *Professor*; A.B. Brown University; J.D., LL.M., New York University

**Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

**Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan

**James R. Repetti**, *William J. Kenealy, S.J., Professor and Associate Dean for Academic Affairs*; B.A., Harvard University; M.B.A., J.D., Boston College

**Diane M. Ring**, *Professor and Associate Dean for Academic Affairs*; A.B., J.D., Harvard University

**James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

**Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago

**Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

**Hon. Herbert P. Wilkins**, *Huber Distinguished Visiting Professor*; A.B., LL.B., Harvard Law School

**David A. Wirth**, *Professor and Director of International Programs*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

**Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University

**Daniel Barnett**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of the Pacific

**Joan Blum**, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School

**Mary Ann Chirba-Martin**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health

**Jane K. Gionfriddo**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

**Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University

**Frank R. Herrmann, S.J.**, *Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College

**Renee M. Jones**, *Associate Professor*; A.B., Princeton University; J.D., Harvard University

**Gregory Kalscheur, S.J.**, *Associate Professor*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University

**Elisabeth Keller**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University

**Mary-Rose Papandrea**, *Associate Professor*; B.A., Yale University; J.D. University of Chicago

**Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

**Richard Albert**, *Assistant Professor*; B.A., J.D. Yale University; B.C.L., Oxford University; LL.M., Harvard University

**Paulo Barrozo**, *Assistant Professor*; S.J.D., Harvard Law School; Ph.D., Rio de Janeiro (IUPERJ); M.Jur., Rio de Janeiro (PUC); LL.B., Rio de Janeiro (UREJ)

**Brian Galle**, *Assistant Professor*; LL.M., Georgetown University Law Center; J.D., Columbia University School of Law; A.B., Harvard College

**Daniel Lyons**, *Assistant Professor*; A.B., Harvard College; J.D., Harvard Law School

**David Olson**, *Assistant Professor*; B.A., University of Kansas; J.D., Harvard Law School

**Vlad Perju**, *Assistant Professor*; LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne).

**Brian J.M. Quinn**, *Assistant Professor*; B.A., Georgetown University; M.P.P., Harvard University; J.D., Stanford University

**Intisar Rabb**, *Assistant Professor*; B.S., Georgetown University; M.A., Ph.D., Princeton University; J.D., Yale Law School

**Paul Tremblay**, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles

**Alexis Anderson**, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia

**Sharon Beckman**, *Clinical Associate Professor*; B.A. Harvard College; J.D., University of Michigan Law School

**Evangeline Sarda**, *Clinical Associate Professor*; B.A., Yale University; J.D., Columbia University

**Francine T. Sherman**, *Clinical Associate Professor and Director, Juvenile Rights Advocacy Program*; B.A., University of Missouri; J.D., Boston College

**Maritza Karmely**, *Clinical Assistant Professor*; B.S., Boston College; J.D., Boston University School of Law

**Alan Minuskin**, *Clinical Associate Professor*; B.A., University of Miami; J.D., New England School of Law

## Wallace E. Carroll School of Management

### CARROLL SCHOOL OF MANAGEMENT: GRADUATE PROGRAMS

#### INTRODUCTION

Boston College's Carroll School of Management: Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance, and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

#### FULL-TIME M.B.A. PROGRAM CURRICULUM

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management: Graduate Programs offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation. Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects.

Primary areas of Specializations include:

- Product and Brand Management
- Marketing Informatics
- Competitive Service Delivery
- Asset Management
- Corporate Finance

- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- “Tailored” Specialization\*

\*A student also has the opportunity to work with faculty to develop a personalized specialty if their course of study is not represented.

#### EVENING M.B.A. PROGRAM CURRICULUM

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills, and course work encompasses all the areas essential to understanding the modern business enterprise. Similar to the Full-time M.B.A. Program curriculum, the three-part integrative sequence provides a contextual framework in which concepts and skills are applied and further developed.

The Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. The Evening Program is capped by two integrative courses, which look at competitive strategy and social issues from a management perspective.

#### Requirements and Schedule

Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit [www.bc.edu/schools/csom/courses](http://www.bc.edu/schools/csom/courses).

#### M.B.A. Curriculum

##### Full-Time Program (Total 56 credits)

##### Management Practice Courses

- MM 720 Management Practice I: Managers Laboratory (1 credit)
- MM 730 Management Practice II: Acting in Organizations (4 credits)
- MM 740 Management Practice III: Entrepreneurship and Business Planning
- MD 750 Management Practice IV: Managing in a Changing World (3 credits)

##### Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MD 730 Strategic Analysis (1 credit)
- MF 701 Economics (2 credits)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

##### Electives

- 11 Electives

## Part-Time Program (Total 56 credits)

### Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (2 credits)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

### Core Courses

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 700 Economics (3 credits)
- MI 703 Information Technology for Management (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

### Electives

- Six 3-credit Electives

## Dual Degree Programs

The Carroll School of Management: Graduate Programs collaborates with other outstanding graduate schools and programs at Boston College to offer over 20 highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master's degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management: Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the 20 dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Sociology (M.B.A./M.A.)

- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

## Other Study Options

### Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management: Graduate Programs offers numerous opportunities for firsthand study of managerial decision-making in global organizations and environments.

### International Management Experience

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia, Europe, and Latin America. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and contexts are explored in-depth.

### International Consulting Project (ICP)

Students enrolled in the International Consulting Project (ICP) elective conduct and complete the research and analysis for their projects with faculty guidance over the course of the semester, and subsequently present the deliverables to the clients in their respective countries. The "MBA Field Studies Project" offers US-based consulting experience on behalf of a multinational corporation or new venture focused on international market penetration.

### Graduate TechTrek West (GTTW)

Offered annually during the spring semester, the GTTW is a three-credit field-study course to Silicon Valley and Seattle. Coursework and visits are managerial rather than 'techie' focused. Students meet with venture capitalists, CEOs and entrepreneurs, amongst other high-ranking executives from various well known companies. Participants learn first-hand from industry leaders and make valuable contacts.

## Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

### Independent Study Project

A student may propose an independent study project to a faculty member. The satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Associate Dean for Graduate Programs.

## MASTER OF SCIENCE IN ACCOUNTING

The M.S. in Accounting Program is only offered on a full-time basis. Undergraduate students, or working professionals, are eligible to apply for and pursue the full-year curriculum beginning in either June or September respectively. Based on the review of an applicant's undergraduate coursework, the full-year curriculum requires completion of between 10 and 15 courses over the period of one summer and two academic year semesters.

### Curriculum

Students must complete a minimum of ten courses (30 credit hours) to satisfy the degree requirements. Students who were not undergraduate accounting majors must take additional courses to fulfill our prerequisite requirements and may be required to complete up to fifteen courses (45 credit hours). Prerequisites may be completed while enrolled in the program.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

### *Curriculum for Undergraduate Accounting Majors*

#### Core Courses

- MA 824 Financial Statement Analysis (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

#### Electives

Six electives (18 credits)

Students must take at least two accounting-related electives. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

### *Curriculum for Undergraduate Non-Accounting Majors*

#### Business Prerequisites:

- MD 700 Economics/Micro-Economics (3 credits)
- MF 704 Financial Management (3 credits)
- MD 705 Statistics (3 credits)
- MJ 803 Law Topics for CPAs (3 credits)
- MA 819 Foundations for Accounting Professionals (3 credits)

#### Accounting Prerequisites:

- MA 813 Financial Accounting Practice I (3 credits)
- MA 814 Financial Accounting Practice II (3 credits)
- MA 815 Financial Auditing (3 credits)
- MA 816 Federal Taxation (3 credits)
- MA 817 Internal Cost Management and Control (3 credits)
- MA 818 Accounting Information Systems (3 credits)

Students may reduce the total number of courses required if any of the above-listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

#### Core Courses:

- MA 824 Financial Statement Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

## MASTER OF SCIENCE IN FINANCE

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

The 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate, and numerous advanced graduate business courses in operations, organizational, and strategic management.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. All classes meet in the late afternoon or evening.

- Fall and spring term classes meet once a week from 7:00 p.m. to 9:30 p.m., with a limited number held from 4:30 p.m. to 7:00 p.m.
- Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

The Carroll School offers the distinct advantage of year-round course offerings, and both full-time and part-time students have the option of entering the program in either the fall or the spring term. Applicants should discuss their specific needs and plans with the Carroll School Graduate Admissions staff.

### *Full-Time M.S. in Finance Program*

Students are drawn from across the country and around the world to participate in the Carroll School's full-time M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. This option facilitates maximum exposure to a range of opportunities for personal and career development.

### *Part-Time M.S. in Finance Program*

The part-time option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. Course enrollment is flexible; however, part-time students typically take two courses in the fall, spring, and summer semesters, and thereby complete the program in 20 months.



## M.S. in Finance Curriculum, Full-Time

### Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

### Spring

- MF 860 Derivatives and Risk Management
- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- MF 881 Corporate Finance Theory
- One elective

### Summer

- MF 808 Financial Policy
- One elective

## M.S. in Finance Curriculum, Part-Time

### Fall

- MF 801 Investments
- MF 807 Corporate Finance

### Spring

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

### Summer

- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- One elective

### Fall

- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory

### Spring

- MF 808 Financial Policy
- One Elective

## PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

## Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing 18 courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance, and several electives. In some cases course-work prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of 14 courses while in the program.

## Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for 15 hours per week for the first two years of the program. By the end of their first summer, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

## Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics, and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

## Dissertation

The doctoral dissertation is expected to be a substantial, significant, and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid.

A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

## Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for a maximum of four years. In return for this support, the student acts as a research assistant for approximately 15 hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years of the program.

This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

## PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

### Ph.D. in Management with a Concentration in Organization Studies Curriculum\*

\*Note: Students without prior management education will be required to take two M.B.A. courses in addition to the curriculum below

#### *First Year/Fall*

- MB 850 Micro-Organizational Theory
- MB 854 General Linear Methods
- MB 870 Qualitative Research Methods
- Special Topics Course

#### *First Year/Spring*

- MB 877 Research in the Community
- MB 813 Multi-Variate Methods
- Special Topics Course
- Elective

#### *First Year/Summer*

- Comprehensive Examination
- Research Project

#### *Second Year/Fall*

- MB 851 Macro-Organizational Theory
- MB 871 Quantitative Research Methods
- Special Topics Course I
- Elective

#### *Second Year/Spring*

- MB 881 Teaching Practicum
- MB 872 Research Seminar I
- Special Topics Course
- Elective

#### *Second Year/Summer*

- Third-year Paper Research
- Prepare thesis proposal

#### *Third Year/Fall*

- MB 898 Independent Research I

#### *Third Year/Spring*

- MB 873 Research Seminar II

#### *Third Year/Summer*

- Dissertation Research

#### *Fourth Year/Fall*

- MB 899 Independent Research II

#### *Fourth Year/Spring*

- Dissertation Research

#### *Fourth Year/Summer*

- Dissertation Research

### *Advanced Standing and Equivalency for Graduate Degrees*

#### **Undergraduate Course Work (Full-Time M.B.A.)**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency and thus be allowed to substitute an elective for a core course.

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency.

#### **Undergraduate Course Work (Evening M.B.A.)**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit.

Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency and be allowed to substitute an elective for a core course.

#### **Graduate and Professional Course Work (Full-Time M.B.A.)**

Students who have completed graduate management courses at other AACSB accredited institutions may receive equivalency. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency. Students must have a minimum grade of B in all completed course work.

#### **Graduate and Professional Course Work (Evening M.B.A.)**

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

## Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Carroll School of Management: Graduate Programs offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for graduate degrees are granted only to accepted students with master's or doctorates from nationally accredited, established programs in the United States.

## Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Associate Dean for Graduate Programs to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

## Admission Information

### *Master of Business Administration*

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

### *Master of Science in Accounting*

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. The GMAT is required for admission.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

### *Master of Science in Finance*

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. In addition, most students enter the program with at least two years of relevant full-time work experience. The Committee also considers leadership and community involvement factors in the admissions process. The GMAT is required for admission.

### *M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting*

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

### *Ph.D. in Finance*

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

### *Ph.D. in Organization Studies*

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

### *International Students*

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250

computer-based, or 100 on the IBT. An official score report should be sent to the Boston College, Carroll School of Management: Graduate Programs, Fulton 315, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

## Financial Assistance

### *Graduate Assistantships and Scholarships*

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

### *University-Administered Financial Aid*

In addition to the assistantships and scholarships offered through the Carroll School of Management: Graduate Programs, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

## CAREER STRATEGIES

The Office of Graduate Management Career Strategies supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate

presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, and other relevant Career Resources.

## ACCREDITATION

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

## FOR MORE INFORMATION

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; [www.bc.edu/carroll](http://www.bc.edu/carroll).

## Graduate Management Practice/International

### *Graduate Course Offerings*

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

### MM 703 Management Practice I: Business Development Workshop (Fall/Spring: 3)

#### Offered Biennially

The goal of MPI is to create a learning experience for students that provides exposure to and experience in using teams to identify and communicate new business ideas to interested parties such as venture capitalists, bosses, and other business partners.

*Ron Guerriero*

### MM 720 Management Practice I: Leading Organizations (Fall: 6)

Module 1: The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. Module 2: This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.

*The Department*

### MM 730 Management Practice II: Acting in Organizations (Spring: 5)

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

### MM 742 M.B.A. Core Elective I (Spring: 2)

*The Department*

### MM 744 M.B.A. Core Elective II (Spring: 2)

*The Department*

## MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)

*The Department*

## MM 810 Communication Skills for Managers (Fall/Spring: 3)

This course will focus on specific practical applications of business communication in both oral and written presentations required of MBA students and future managers.

*Wallace Coyle*

*Penny Harrington*

## MM 811 Advanced Topics: International Consulting Project (Fall: 3)

*Gregory Stoller*

## MM 841 Advanced Topics: Management of Professional Services (Spring: 3)

## MM 846.01 Advanced Topics: Strategic Decision Making (Fall: 3)

This course gives students a perspective on the strategic decisions a company is faced with as they work through the merger and acquisition process. They will learn how mergers and acquisitions have changed the landscape of corporate America, and the process companies go through as they evaluate potential acquisition targets. This course will focus valuation methodologies, deal structure, accounting issues and corporate governance. Finally, students will learn about the communication and integration activities which take place post acquisition.

## MM 880 Directed Practicum (Fall: 3)

*Jeffrey Ringuest*

## MM 888 Interim Study (Fall/Spring: 3)

*Jeffrey Ringuest*

## MM 891-892 Thesis I and II (Fall: 3)

*Jeffrey Ringuest*

## MM 897 Directed Readings (Fall/Spring: 3)

*Jeffrey Ringuest*

## MM 898 Directed Research I (Fall/Spring: 3)

*Jeffrey Ringuest*

## 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 Mellon 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

**Sugata Roychowdhury**, *Associate Professor*; B. Tech., National Institute of Technology India, M.B.A., International Management Institute India, M.S., Ph.D., University of Rochester

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Lian Fen Lee**, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

**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., Northeastern, C.P.A.

**Edward Taylor, Jr.**, *Lecturer*; B.S., Boston College; M.S.T. Bentley College; C.P.A.

### Contacts

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- [www.bc.edu/accounting](http://www.bc.edu/accounting)

## Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

## MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)

*Prerequisites:* 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*

**Graduate Course Offerings****MA 615 Advanced Federal Taxation (Summer: 3)***Prerequisite:* MA 405

The course aims to cover federal income tax law applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Mike Costello***MA 634 Ethics and Professionalism in Accounting (Spring/Summer: 3)**

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*Dave LeMoine**Greg Trompeter***MA 701 Accounting (Fall/Spring/Summer: 3)**

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

*Dave Lemoine**Ron Pawliczek**Ken Schwartz**Susan Shu***MA 713 Accounting (Fall: 2)**

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

*Pete Wilson***MA 801 Contemporary Topics/Corporate Reporting (Spring: 02)***Prerequisite:* MA 701 or MA 713

This course covers current practices in corporate financial reporting and issues relating to asset and liability valuation and income determination. The foremost objective is to increase understanding of published financial statements by strengthening and extending technical skills in the areas of financial accounting and reporting. A second objective is to evaluate current accounting practice from a user's perspective using annual reports or press articles. Coverage spans many contemporary and controversial accounting topics, including accounting for employee stock options, earnings per share, pensions, and other post-retirement benefits. The course stresses technical and critical analyses of financial reporting numbers.

*Billy Soo***MA 812 Accounting Tools for Managers (Spring: 2)***Prerequisite:* MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*Pete DiCarlo**Tina Zamora***MA 813 Financial Accounting Practice I (Fall: 3)**

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 comprehensively explored.

*Lou Corsini***MA 814 Financial Accounting Practice II (Spring: 3)***Prerequisite:* MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil Manzon***MA 815 Financial Auditing (Spring: 3)***Prerequisite:* MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

*The Department***MA 816 Federal Taxation (Spring: 3)**

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Ed Taylor***MA 817 Internal Cost Management and Control (Fall: 3)**

This course examines the technical and 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 improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

*Jeff Cohen***MA 818 Accounting Information Systems (Summer: 3)***Prerequisites:* MA 022 and 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.

*The Department*

**MA 819 Foundation for Accounting (Fall: 3)**

This course is designed for graduate students who have no background in business or management. The objective of the course is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

*Louis Corsini*

**MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)**

*Prerequisite:* MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Elizabeth Bagnani*

*Mark Bradshaw*

*Amy Hutton*

*Billy Soo*

**MA 825 Assurance and Consulting Services (Summer: 3)**

*Prerequisite:* MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

*Amy LaCombe*

*Ed Taylor*

**MA 826 Taxes and Management Decisions (Summer: 3)**

*Prerequisite:* MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

*Gil Manzon*

**MA 827 Strategic Cost and Profitability Analysis (Summer: 3)**

*Prerequisite:* MA 701 or MA 713

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

*Jeff Cohen*

**MA 835 Forensic Accounting (Summer: 3)**

Forensic accounting is a growing area of practice in which the knowledge, skills, and abilities of accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. In other more proactive engagements, they probe situations using special investigative accounting skills and techniques. Some even see forensic

accounting as practiced by skilled accounting specialists becoming part and parcel of most financial audits—an extra quality control step in the auditing process that will help reduce financial statement fraud.

*Tim Pearson*

**MA 848 Business Systems Consulting (Summer: 3)**

*Prerequisite:* MA 701 or MA 713

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

*The Department*

**MA 852 Advanced Topics: Finance, Accounting, and Controls in High-Tech Growth (Fall: 3)**

*Prerequisite:* MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

*Peter Minihane*

*George Neble*

**MA 856 Corporate Governance and Risk Management (Spring: 3)**

*Prerequisite:* MA 701 or MA 713

This course uses selected readings, case analyses, and class discussions to focus on the identification, mitigation, and control of operational, financial, and compliance risk. Topics include risk identification and categorization; risk management and mitigation tools; internal controls; strategy, budgeting, and planning; communications, monitoring, and reporting; and entity governance.

*Vincent O'Reilly*

**MA 897 Directed Readings in Accounting (Spring: 3)**

*Prerequisite:* Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*Billy Soo*

**MA 898 Directed Research (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of department chairperson

*Billy Soo*

**MA 899 Directed Readings and Research (Fall: 3)**

*Prerequisite:* Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

*Billy Soo*

## 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

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- Department Secretary: Rita Mullen, 617-552-0410, rita.mullen.1@bc.edu
- www.bc.edu/businesslaw

### Undergraduate and Graduate Course Offerings

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

#### MJ 603 Cyberlaw for Business (Fall: 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*

### Graduate Course Offerings

#### MJ 803 Topics: Law for CPAs (Fall/Spring: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

*Matthew Kameron*

*Gerald Madek*

#### MJ 805 Managing the Legal Environment of Business (Fall/Spring: 2)

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.

*Richard Powers*

#### MJ 856 Topics in Real Estate Development I (Fall: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

*Frank J. Parker, S.J.*

#### MJ 857 Topics: Real Estate Development II (Spring: 3)

*Prerequisite:* MJ 856 recommended

A survey of major real estate projects as covered in the Urban Land Institute's materials. Course has detailed coverage of all aspects of real estate development from project conception through permitting process, financing, construction and eventual sale or utilization. ULI cases used by permission with license.

*Frank J. Parker S.J.*

## 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*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Professor and Mario J. Gabelli Endowed Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology



**Alicia Munnell**, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

**Jeffrey Pontiff**, *Professor and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**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 Tehrani**, *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

**Oguzhan Karakas**, *Assistant Professor*; B.Sc. Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School

**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 Neuchâtel; 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**, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.

**Michael Rush**, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

### Contacts

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- [www.bc.edu/finance](http://www.bc.edu/finance)

### Undergraduate and Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### 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)

*Prerequisites:* 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)

*Prerequisites:* 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: 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*

### Graduate Course Offerings

#### MF 605 M.S. in Finance Seminar: Role of Investment Management Firms/Financial Markets (Summer: 3)

This course covers how an \$11 trillion dollar industry composed of mutual funds and investment companies operate in the U.S. It also touches upon the worldwide assets of these companies and focuses on the astounding growth of the mutual fund industry as the major choice of savers/investors. The course also covers how the fund industry continues to build resources as a function of continuing shareholder investment plans and retirement/education based savings. A guest lecture series of invited portfolio management executives and other fund disciplines is a component of the course curriculum.

**MF 704 Financial Management (Fall/Spring/Summer: 3)***Prerequisite:* Introduction to Accounting**Offered Triennially**

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department***MF 801 Investments (Fall/Spring: 3)***Prerequisite:* MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department***MF 803 Portfolio Theory (Fall/Spring/Summer: 3)***Prerequisites:* MF 801 and MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management

*The Department***MF 807 Corporate Finance (Fall/Spring/Summer: 3)***Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department***MF 808 Financial Policy (Fall/Spring/Summer: 3)***Prerequisites:* MF 801 and MF 807

**M.S. in Finance students must complete at least six courses prior to taking MF 808.**

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

*The Department***MF 811 Advanced Topics: Investment Management (Fall: 3)**

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

*Charles E. Babin***MF 820 Management of Financial Institutions****(Fall/Spring/Summer: 3)***Prerequisite:* MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*The Department***MF 852 Financial Econometrics (Fall/Spring/Summer: 3)***Prerequisite:* Statistics and Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department***MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)***Prerequisite:* MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

*The Department***MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)****This course is for second year Ph.D. students of finance.**

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

*The Department*

**MF 866 Ph.D. Seminar: Asset Pricing Theory (Spring: 3)**

This course is a quantitative finance elective, designed for finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.

*The Department*

**MF 869 Fundamental Analysis (Fall: 3)**

*Prerequisite:* MF 807

**Offered Biennially**

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

*The Department*

**MF 880 Fixed Income Analysis (Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MF 881 Corporate Finance Theory (Fall/Spring: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

*The Department*

**MF 897 Directed Readings (Spring: 3)**

**By arrangement only**

*The Department*

**MF 898 Directed Research (Spring: 3)**

**By arrangement only**

*The Department*

**MF 899 Directed Study (Fall/Spring: 3)**

*Prerequisites:* Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

*The Department*

**MF 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

**Information Systems****Faculty**

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**Robert G. Fichman**, *Professor*; 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 Gallagher**, *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](mailto:katherine.martinez@bc.edu)
- [www.bc.edu/schools/csom/departments/informationssystem.html](http://www.bc.edu/schools/csom/departments/informationssystem.html)

**Undergraduate and Graduate Course Offerings**

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**MI 618 Accounting Information Systems (Fall: 3)**

*The Department*

**Graduate Course Offerings****MI 703 Information Technology for Management (Fall: 3)**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

*The Department*

**MI 720 Information Technology for Management (Fall: 2)**

**This course is intended for full-time M.B.A. students.**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT, to assess the potential of IT to generate business value, and to manage the challenges associated with justifying and deploying IT-based initiatives.

*Robert Fichman*

**MI 811 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross Listed with MK 811**

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers—particularly via the web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.

*Kay Lemon*

**MI 824 Data Mining (Fall: 3)**

Most organizations possess increasing amounts of data on many aspects of their business. Data mining is the process of identifying patterns and relationships that are not part of the original design of the data. Data mining is used to support efforts in marketing, sales, finance, scheduling, and quality management, among many areas. This course will focus on both the management of data mining projects and the actual techniques and tools used in data mining. Much of the coursework will revolve around a 'live' data mining project that we will conduct over the course of the semester.

*Jack Spang*

**MI 853 E-Commerce (Fall/Spring: 2 or)**

**Cross Listed with MD 853, MK 853**

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

**MI 897 Directed Readings (Fall/Spring: 3)**

*Prerequisite:* Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*Robert Fichman*

**MI 898 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.

*Robert Fichman*

*Marry Cronin*

**MI 899 Directed Research 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.

*Robert Fichman*

**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

**Audrey Azoulay**, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

**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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***Undergraduate and Graduate Course Offerings***

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**MK 620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MK 021, 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*

**Graduate Course Offerings****MK 705 Marketing (Fall/Spring: 3)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*Sandra Bravo*  
*Arch Woodside*

**MK 721 Marketing (Fall: 2)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

*Gerald Smith*

**MK 801 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort.

*Paul Berger*  
*Adam Brasel*

**MK 803 Product Planning and Strategy (Spring: 3)**

*Prerequisites:* MK 705 or MK 721, at least one other marketing elective

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

*The Department*

**MK 804 Consumer Behavior (Spring: 3)**

*Prerequisites:* MK 705 or MK 721. MK 801 is also recommended.

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality, and sociological variables such as culture, the family, social class, and reference group. It assesses their importance to the marketing of products and services.

*Liz Miller*

**MK 805 Marketing Strategy (Spring/Summer: 3)**

*Prerequisites:* MK 705 or MK 721 and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine: marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools will be used throughout the course.

*Nick Nugent*

**MK 807 International Marketing Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

*Gergana Nenkov*

**MK 808 Communication and Promotion (Fall: 3)**

*Prerequisite:* MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

*Adam Brasel*

**MK 811 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

**Cross Listed with MD 811**

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process, and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

*Kay Lemon*

**MK 813 Services Marketing (Spring: 3)**

*Prerequisites:* MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness in terms of customer attraction and loyalty. This course

will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

*Linda Salisbury*

### **MK 814 Pricing Policy/Strategy (Spring: 3)**

*Prerequisites:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

*Gerald Smith*

### **MK 815 Strategic Brand Management (Fall/Spring: 2)**

*Prerequisite:* MK 705 or MK 721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, product, and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills, and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*Nick Nugent*

### **MK 853 Electronic Commerce (Fall/Spring: 3)**

**Cross Listed with MI 853**

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

### **MK 897 Directed Readings (Fall/Spring/Summer: 3)**

*Gerald Smith*

## **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

**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

**Tieying Yu**, *Assistant Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M 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**

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***Undergraduate and Graduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**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)**

*Prerequisites:* 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*

***Graduate Course Offerings*****MD 700 Economics (Fall/Spring: 3)**

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored.

*The Department*

**MD 705 Statistics (Fall/Spring/Summer: 3)**

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

*The Department*

**MD 707 Operations Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

*The Department*

**MD 708 Managing in the Global Environment**

**(Fall/Spring/Summer: 3)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*The Department*

**MD 710 Management Practice III: Strategic Management**

**(Fall/Spring/Summer: 3)**

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

*The Department*

**MD 711 Management Practice IV: Social Issues in Management**

**(Fall/Spring/Summer: 3)**

*Prerequisites:* Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*The Department*

**MD 714 Statistics (Fall: 2)**

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals

in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression, and correlation. All techniques are taught in the context of managerial decisions.

*Samuel Graves*

**MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

*Jeffrey Ringuest*

**MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination.

*M.H. Safizadeh*

**MD 725 Managing in the Global Environment (Spring: 1)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Mohan Subramaniam*

**MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)**

*Prerequisites:* Management Practice I, II, III, and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

*Hassell McClellan*

**MD 808 Entrepreneurship and New Ventures (Fall: 3)**

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc.

*Ron Guerriero*

**MD 809 Strategic Management in Financial Service Institutions (Spring: 3)**

*Prerequisites:* MD 710 or MD 740. MF 820 recommended.

**Cross Listed with MF 809**

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments.

*Hassell McClellan*

**MD 831 Managing Projects (Spring: 3)**

*Prerequisite:* MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

*Larry Meile*

**MD 832 Advanced Topics: Supply Chain Management (Spring: 2)**

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries. The course will be taught through lecture related to the text and class discussions related to assigned cases and articles

*Al Contarino*

**MD 837 Advanced Topics: Strategic Deal-Making for Results (Spring: 3)**

Strategic Dealmaking is a course with practical case studies and innovative experiential simulations that will empower you with specific ways to proactively shape discussions and business agreements by creating partnerships, alliances and business deals with the right parties, approached in the right order/sequence, dealing with the right issues/interests, by the right means under the right to reach more optimal outcomes.

*Patrick Davenport*

**MD 838 Advanced Topics: Doctoral Seminar (Fall: 3)  
Offered Periodically**

This seminar introduces students to foundations of strategic management and provides a critical assessment of current cutting edge research in the area. Its particular focus is on strategy content (what firms do and how it impacts performance) but is also includes important related research in the areas of strategy process and strategy implementation. The objective is to expose students to the key



paradigms in strategic management, help them build mental models of different theoretical perspectives and develop a keen appreciation of the interconnectedness of different research streams in the field.

*Mohan Subramaniam*

**MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)**

*Andrew Wolk*

**MD 843 Advanced Topics: Misadventures in Private Equity (Spring: 3)**

This survey course introduces students to the essential topics that surround the business of buying, improving, and then selling companies. It covers the three primary stages of private equity investing: (1) sourcing and evaluating deals, (2) managing and overseeing portfolio companies, and (3) selling portfolio companies. The course will consist of a combination of theoretical constructs around the subject matter, augmented with case studies and discussions pulled from the instructor's personal investing experiences (both good and bad).

*Miles Arnone*

**MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)**

The process of launching a venture, or working for a start-up is exciting and overwhelming. Operating the business on an international level brings with it complexity, exhilaration, and even frustration. During the semester, we will examine more than ten countries, and analyze operations at different entrepreneurial process stages. Some will end up becoming (or already are) public corporations, larger rivals will acquire others, and some will cease operations. We'll discuss market entry, alliances, negotiations, managing growth and financing. Support from local governments, and the cultural, ethical, and human resource issues facing the entrepreneur will also be touched upon.

*Gregory Stoller*

**MD 854 Management of Service Operations (Fall: 3)**

*Prerequisite:* MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues.

*Hossein Safizadeh*

**MD 897 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

**MD 898-899 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*

## 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

**Simona Giorgi**, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Northwestern University

**Spencer Harrison**, *Assistant Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D. Arizona State University

### Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- [www.bc.edu/orgstudies](http://www.bc.edu/orgstudies)

### Graduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)**

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

*Marion Estienne*

*Robert O'Neil*

*Michael Pratt*

**MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*Maddy Bragar*

*Candace Jones*

**MB 712 Managing People and Organizations (Fall: 3)**

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

*Bob Radin*

**MB 803 Leadership (Fall/Spring: 3)**

*Prerequisite:* MB 709, MB 712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises and diagnostic instruments, to illuminate managerial effectiveness in general as well as the student's particular style.

*Mary Ann Glynn*

**MB 804 Nonprofit Management (Fall: 3)**

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, or that have particularly distinct considerations for nonprofit managers, including distinctive funding methods, governance, and staffing structures. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues in management as they apply to the nonprofit sector and of important trends and issues in the sector. This is an overview designed to provide students with breadth, rather than depth, of knowledge about the nonprofit sector.

*The Department*

**MB 812 Negotiating (Spring: 3)**

*Prerequisite:* MB 709, MB 712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

*John Donlan*

**MB 815 Women and Leadership (Fall: 3)**

This course explores challenges and opportunities women face as leaders and managers in organizations. Students will examine a variety of issues: the call and character of women leaders, leadership issues throughout women's careers, essential skills and competencies, balancing work and family, etc.

*Judith Clair*

**MB 871 Quantitative Research Methods (Fall: 3)**

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

*William Stevenson*

## *William F. Connell School of Nursing*

### CONNELL GRADUATE SCHOOL OF NURSING

#### Introduction

The William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and leadership.

#### Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in advancing nursing science, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, and collaboration through the Harvard Catalyst, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-to-faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University, our consortium University partners, and in the research and clinical academic centers of the Greater Boston area.

The three-year, full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year, part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. option is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

#### *Career Opportunities*

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical research is conducted. Graduates are also prepared to begin a program of research through post-doctoral work.

#### *Program of Study*

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive content is acquired by taking cognates and electives to acquire and support specialty content needed to complete the dissertation. The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing—3 credits
- PL 593 Philosophy of Science—3 credits
- NU 712 Nursing Science Processes and Outcomes—3 credits
- NU 714 Healthcare Policy: Moral and Sociopolitical Influences—3 credits
- Quantitative/Qualitative Methods of Research—6 credits
- Statistics/Computer Application and Analysis of Data—3 credits
- Advanced Qualitative/Quantitative Methods—3 credits
- NU 810, 811, 812, 813 Research Practicum I-IV—4 credits
- Cognates—6 credits
- Research Electives—six credits
- NU 998 Doctoral Comprehensives—1 credit
- NU 901 Dissertation Advisement—3 credits
- NU 902 Dissertation Advisement—3 credits
- NU 999 Doctoral Continuation—1 credit

The Ph.D. Curriculum has been revised, and beginning in September 2009, the areas of concentration are reflected in the following credit designation.

- Knowledge Development/Substance—12 credits
- Required Research Courses—12 credits
- Research Electives—6 credits
- Cognates—6 credits
- Research Practicum I, II, III, IV—4 credits
- Dissertation Advisement—6 credits

#### **Total 46 credits**

#### *Doctoral Student Interdisciplinary Research Day*

Annual interdisciplinary seminars provide doctoral students with opportunities to present their research to their peers, interdisciplinary colleagues, and faculty.

#### *Admission Requirements*

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- Writing Sample
- Official report of the Graduate Record Examination Scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is December 31. Please visit at [www.bc.edu/nursing](http://www.bc.edu/nursing) for additional information and application materials.

### *Financial Aid*

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students per year on a competitive basis. Full tuition and a stipend are provided for up to two years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and provide a stipend.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

### **Master of Science Degree Program with a Major in Nursing**

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Palliative Care, Pediatric, Women's Health, Psychiatric Mental Health Nursing, Nurse Anesthesia, and Forensics.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory and evidence-based direct care, provides leadership in nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare management, and participation in research to improve the quality of patient outcomes.

#### **Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

#### **Career Options**

Graduates of the Boston College Master's Program function in traditional and non-traditional leadership roles including advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as assuming leadership roles in health care and government service.

### *Areas of Clinical Specialization in Nursing*

#### **Adult Advanced Nursing Practice**

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance

organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Nurse Practitioner or Clinical Nurse Specialist.

#### **Gerontological Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings, including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices. Graduates can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

#### **Community Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

#### **Family Nurse Practitioner**

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

#### **Pediatric Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

#### **Women's Health Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. Graduates can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

#### **Psychiatric Mental Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with

psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist, and can apply for prescriptive authority in many states (including Massachusetts).

### **Palliative Care Option**

The Advanced Practice Palliative Care Option is designed so that students studying palliative care will build upon knowledge provided in the core master's curriculum and in the core clinical support courses within the specialties of adult, gerontological, pediatrics, and community-health. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core clinical courses will deliver the needed content in the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students will receive 500 hours of precepted clinical experiences in facilities offering palliative care services including symptom management clinics, home health and community agencies, long-term care facilities, acute care hospitals and hospice facilities.

### **Nurse Anesthesia Option**

The Nurse Anesthesia Option is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

### **Forensic Advanced Practice Nursing**

A graduate of this program will be a clinical specialist with education in forensic nursing to work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may pursue forensic nursing as a stand-alone specialty, an additional specialty for those nurses with master's degrees and certification in another area, or as a combined focus with a nurse practitioner track (adult, gerontological, women's health, psychiatric mental health or pediatrics) for those wishing independent practice.

### **Master's Program Options**

#### **Students with B.S.N.**

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of 45 credits.

The **part-time option**, completed in two to five years, is also 45 credits and is identical to the full-time program of study. Students take

electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

The nurse anesthesia program requires 62 credits of full-time course work over 27 months. The Program of study includes six credits of electives, 21 credits of core courses, and 35 credits of specialty and theory clinical practicum.

### **Master's Entry Option**

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: Adult Health, Gerontology, Family, Community, Palliative Care, Pediatrics, Women's Health, Psychiatric-mental Health Nursing, or Forensics.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: Courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

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

### **R.N./Master's Option**

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by portfolio review or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

### **Dual Degree Options**

#### **M.S./M.B.A.**

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

#### **M.S. Nursing/M.A. Pastoral Ministry**

The Connell School of Nursing and in the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of

settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

#### M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

#### Non-Degree Options

Non-degree options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student
- Post-Master's Teaching Certificate

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

The Post-Master's Teaching Certificate is awarded to nurses with master's degrees in nursing who successfully complete three courses (9 credits). The courses prepare nurses to teach in schools of nursing or as clinical educators in the clinical practice area.

Persons interested in these three options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

#### Admission Requirements

The application deadline for the Master's Entry Option is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Option is September 15 for January enrollment.

The deadlines for the traditional Master's Options are as follows: March 1 for Summer Enrollment; April 30 for Fall enrollment and November 15 for Spring enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for more information.

Applications for the Master's Program in the School of Nursing can be downloaded from [www.bc.edu/nursing](http://www.bc.edu/nursing).

Materials Required Include:

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better

- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within 5 years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as an R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

#### Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
  - Baccalaureate degree from a nationally accredited program with a major in nursing
  - An undergraduate scholastic average of B or better
- The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

#### Program of Study

##### *Master of Science with a Major in Nursing*

- Electives: 3 to 6 credits (depending on specialty)
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits

Elective Options following NU 520: NU 524 Master's Research Practicum: 3 credits\*, NU 525 Integrative Review of Nursing Research: 3 credits\*, Physiologic Life Processes: 3 credits, Two Specialty Practice courses: 12 credits, two Specialty Theory courses: 6 credits.

**Total: 45 credits (Nurse Anesthesia: 62 credits)**

The elective courses must be at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

#### Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students prior to the clinical practicum to solicit clinical placement plans. The laboratory fee will be

paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

## General Information

### Accreditation

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at [www.aacn.nche.edu](http://www.aacn.nche.edu). The Nurse Anesthetist program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

### Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

### Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at [www.bc.edu/nursing](http://www.bc.edu/nursing). Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

### Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Housing for graduate students is available. For additional information see [www.bc.edu/offices/reslife/gradhousing/accommodations.html](http://www.bc.edu/offices/reslife/gradhousing/accommodations.html).

### Transportation

Precepted clinical practica in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

### Faculty

**Barbara Hazard**, *Dean Emerita*; B.S., M.S., University of Rhode Island; Ph.D. University of Connecticut

**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

**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; Ph.D., University of Massachusetts, Lowell; Post Doctoral Fellow, Yale University

**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

**Natalie McClain**, *Assistant Professor*; B.S.N., M.S.N. University of Texas Health Science Center Houston; Ph.D., University of Virginia

**Deborah A. Sampson**, *Assistant Professor*; B.S., Western Connecticut State University; M.S.N., Yale University; Post-Master's Certificate, University of New Hampshire; Ph.D., University of Pennsylvania

**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; Ph.D., University of Virginia

**Danny Willis**, *Assistant Professor*; B.S.N., University of Mississippi Medical Center; M.N., D.N.Sc., 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

**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

**Vanessa Battista**, *Clinical Instructor*; B.A., Boston College; B.S., MS., Columbia University

**Rosemary Byrne**, *Clinical Instructor*; B.S., M.S.N, Boston College

**Maureen Connolly**, *Clinical Instructor*; B.A., Worcester State College; A.D. in Nursing, Labore College; M.S., Simmons College

**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

**Amy Smith**, *Clinical Instructor*; B.S., St. Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

**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 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 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 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 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 ethical and legal implications surrounding the application of forensic science in a court of law.

*Ann Burgess*

## *Graduate Course Offerings*

### NU 402 Nursing Science I (Fall: 6)

*Corequisites:* NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focus-



es on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

*Jane Ashley*

*Kelly Stamp*

**NU 403 Clinical Practice in Nursing I (Fall: 4)**

*Corequisites:* NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

*Dorean Behmey*

*Maureen A. Connolly*

*William P. Febder*

**NU 406 Nursing Science II (Spring: 6)**

*Prerequisite:* NU 402, NU 403

*Corequisite:* NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department*

**NU 407 Clinical Practice in Nursing II (Spring: 6)**

*Prerequisite:* NU 402, NU 403, NU 204, NU 408

*Corequisite:* NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

*The Department*

**NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*Nancy Fairchild*

**NU 411 Nursing Synthesis Practicum (Summer: 3)**

*Prerequisites:* NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department*

**NU 415 Conceptual Basis for Advanced Nursing Practice**

**(Fall/Spring: 3)**

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

*Dorothy Jones*

*Sr. Callista Roy*

**NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice**

**(Fall/Spring: 3)**

*Prerequisite:* NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

*Pamela Grace*

**NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)**

*Prerequisites:* NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*Nancy Allen*

*Mary Lou Siefert*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

*The Department*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)**

*Prerequisite:* NU 672

**Course is taken the semester prior to practicum entry.**

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

*The Department*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisite:* NU 430

*Corequisite:* NU 441

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills, and to provide individualized, culturally sensitive nursing care, and clinical services to diverse client populations.

*June Andrews Horowitz*

**NU 445 Individual Psychotherapies/Advanced Practice&Psychiatric Nursing Practice (Fall: 3)**

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

*Daniel Willis*

**NU 450 Theoretical Found/Women's Health&Pediatric Nursing (Fall: 3)**

*Prerequisites:* NU 425, NU 417 with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

*Katherine Gregory*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 417, NU 430, NU 452, and permission of the instructor

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*Joellen Hawkins*

**NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)**

*Prerequisites:* NU 430, NU 415, and NU 452

*Corequisite:* NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

*Joyce Pulcini*

**NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)**

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

*Jane Flanagan*

**NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)**

*Prerequisites:* NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

*Jane Flanagan*

**NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

*Patricia Tabloski*

**NU 467 Adult Health Nursing Practice: Clinical Nurse Specialist (Fall: 3)****NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)**

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

**NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)**

*Prerequisites:* NU 472 and NU 430

*Corequisite:* NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a

variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

**NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)**

*Corequisites:* NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

*Denise Testa*

**NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)**

*Corequisites:* NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

*Susan Emery*

**NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)**

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 493, NU 494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

*Susan Emery*

*Denise Testa*

**NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)**

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

*Susan Emery*

**NU 494 Physiologic Variables for Nurse Anesthesia II-Card (Summer: 3)**

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

*The Department*

**NU 502 Case Studies in Forensics (Spring: 3)**

This course uses a seminar format to make practical application of forensic cases whether they are in the criminal, civil, juvenile or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the innocence project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.

*Ann Burgess*

**NU 520 Nursing Research Theory (Fall/Summer: 3)**

*Prerequisite:* Undergraduate statistics course

**Offered Biennially**

**Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.**

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

*The Department*

**NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

*The Department*

**NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)**

*Prerequisites:* NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and

allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills. These two courses give students 500+ hours of supervised advanced practice clinical experience.

*June Andrews Horowitz*

**NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)**

**Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.**

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore the major psychotherapeutic approaches for Families and Groups. Emphasis is on the application of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.

*June Andrews Horowitz*

**NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisites:* NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners.

*The Department*

**NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)**

*Prerequisite:* NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.

*The Department*

**NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)**

*Prerequisite:* NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*The Department*

**NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)**

*Prerequisites:* NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health.

*The Department*

**NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)**

*Prerequisites:* NU 472, NU 430

This course is the second of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

*The Department*

**NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)**

*Prerequisites:* NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

**NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

*Susan Emery*

*Denise Testa*

**NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

*Susan Emery*

*Denise Testa*

**NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

*Susan Emery*

*Denise Testa*

**NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking.

*Susan Emery*

*Denise Testa*

**NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 5)**

*Prerequisites:* NU 592, NU 593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

*Susan Emery*

*Denise Testa*

**NU 641 Palliative Care II: Pain and Suffering in the Seriously Ill Patient (Fall: 3)***Prerequisite:* NU 640

This course will provide an intensive focus on improving the quality of life, care and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain and alleviate suffering are discussed within the context of advanced practice nursing.

*The Department***NU 642 Palliative Care II: Practicum (Fall: 6)***Prerequisite:* Concurrent with NU 641

This course prepares students to provide comprehensive care to those patients and their families with advanced life threatening illness. Students will engage in holistic assessment of pain and quality of life of patients with advanced illness including AIDS, cancer and serious illness in a variety of settings under the direction of a skilled clinician in palliative care. Seminars integrate concepts from the core and theory course.

*The Department***NU 643 Palliative Care III: Palliative Care and Advanced Practice Nursing Role (Spring: 3)***Prerequisite:* Permission of instructor/Enrollment in the School of Nursing

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious life-threatening illness. Students will analyze the impact of such illness on patient, family, community and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues and the role of the nurse leader in the interdisciplinary team.

*The Department***NU 644 Palliative Care III: Practicum (Spring: 3)***Prerequisite:* Concurrent with NU 643

This course prepares students to integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing life-threatening illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the palliative care team, family meeting and patient support group. Students may provide care across diverse health care settings.

*The Department***NU 645 Pediatric Palliative Care II: Pain, Symptoms, and Suffering (Fall: 3)**

This course will provide an intensive focus on comprehensive, age-appropriate pain, symptom assessment, and management with the goal of improving quality of life for children with life-threatening illnesses and their families. Established standards will be utilized to evaluate outcomes. Management of pain and other symptoms common in children with life-threatening illness as well as barriers to effective symptom relief are discussed in depth. Pharmacological and non-phar-

macological care strategies to improve quality of life, relieve symptoms and alleviate suffering are discussed within the context of child development and focus on the role of the APN within the interdisciplinary team.

**NU 672 Pathophysiologic Processes (Fall/Spring: 3)***Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems.

*The Department***NU 680 Forensics Care 1: Fundamentals of Forensics in Nursing and Health Care (Fall: 3)***Prerequisite:* Permission of instructor

This course provides historical, sociopolitical and cultural perspective of the personal, professional, societal issues related to victimization and perpetration of violent crime. Students examine the interface of the health care, social services, and legal systems in providing care to victims and perpetrators. Emerging roles in forensic nursing practice and issues unique to such practice are explored, emphasizing issues within the subspecialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant. Students examine theories, concepts and principles from nursing, related sciences, psychology and law to develop conceptual basis for advanced practice.

*The Department***NU 681 Forensics II: Psychosocial and Legal Aspects of Forensic Practice in Nursing and Health Care (Fall: 3)***Prerequisite:* Permission of Instructor/Enrollment in the School of Nursing.

This course provides a comprehensive examination of the behavior, emotional responses, and cognitive decision making of both victims and perpetrators of a crime. Students examine the ethical and legal responsibilities for health care providers and health care agencies from both a legal and ethical perspective with special emphasis on sociocultural context of victimization and perpetration. This course provides an intensive examination of the practice issues associated with assessment within the subspecialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant.

*The Department***NU 682 Forensic Nursing Care I: Practicum (Fall: 3)***Prerequisite:* Concurrent with NU 681

This course prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical subspecialty and functional role concepts. Seminars integrate concepts from the core and theory courses.

*The Department*

**NU 683 Forensics Careiii (Theory) Vulnerable Populations (Spring: 3)**

*Prerequisite:* Concurrent with NU 685

This course focuses on the role(s) of forensic nurses in providing assessment, diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare application. Therapeutic and preventive nursing interventions that address issues of loss and death, crisis intervention, mass disaster, stress and conflict resolution are addressed. Culturally competent nursing interventions utilizing principles of forensic nursing are addressed.

*The Department*

**NU 684 Criminal Law and Scientific Procedures for Evidence Collection in Nursing and Health Care (Spring: 3)**

*Prerequisite:* Permission of instructor/Enrollment in the School of Nursing.

This course will provide a broad overview of the legal process and the roles of the lawyer, forensic nurse, and forensic specialist and the rules of conduct that guide them. Students are introduced to definitions and classifications of crime and their application to the criminal justice system. Students will examine basic principles, concepts, purposes and the nurse's role regarding substantive criminal law. The course focuses on the nurse's role in the process of trial preparation and trial, emphasizing the role of witnesses in the preparation of fact witnesses in the presentation of fact evidence and expert testimony.

*The Department*

**NU 685 Forensic Nursing Care II:Practicum (Spring: 3)**

*Prerequisite:* Concurrent with NU 683

This course prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime as victims, family members, and perpetrators within the forensic care focus. Complex psychological, ethical, social and spiritual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the forensic care team, family meeting and patient support group. Students may provide care across diverse health care settings.

*The Department*

**NU 691 Nurse Anesthesia Residency I (Fall: 1)**

*Prerequisites:* NU 592, NU 593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

*Susan Emery*

*Denise Testa*

**NU 693 Nurse Anesthesia Residency II (Spring: 1)**

*Prerequisite:* NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.

*Susan Emery*

*Denise Testa*

**NU 699 Independent Study in Nursing (Fall/Spring: 3)**

*Prerequisite:* Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department*

**NU 701 Epistemology of Nursing (Fall: 3)**

*Prerequisites:* Doctoral standing, PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

**NU 712 Nursing Science Processes and Outcomes (Fall: 3)**

*Prerequisite:* Second year of Ph.D. program

In depth study of the processes and outcomes of the evolution of the science in nursing. Focus is on multiple ways of knowing and strategies for expanding knowledge to meet changing social and global needs. The interrelations of theory, research and practice are emphasized. The interrelations of theory, research and practice are emphasized. The weekly seminars provide a forum for Ph.D. students to explore the process and outcome of scientific inquiry within nursing and interdisciplinary contexts while also conceptualizing their personal programs of research.

**NU 714 Healthcare Policy, Moral, and Sociopolitical Influences (Spring: 3)**

*Prerequisite:* Second year of Ph.D. program

This course investigates the status of knowledge development in nursing and other disciplines related to research initiatives, health policy formulation and sociopolitical activity for ethical health care environments. It critiques the usefulness of moral, and political philosophy for capturing the scope of professional (Nursing and other) responsibilities for furthering individual and social health. The course prepares scholars to understand the interrelationships among health policy, social, political and economical determinants of health, and to contribute, via philosophical inquiry and empirical research findings,

to health policy. It provides the foundation for leadership in interdisciplinary collaborative endeavors to address health policy at the regional, national and global levels.

*The Department*

#### **NU 751 Advanced Qualitative Research Methods (Spring: 3)**

**Permission of instructor required.**

Various qualitative approaches to research typically used in nursing and health science will be examined. Topics will include research paradigms, postpositivism, critical, constructivism, participatory, qualitative rigor, ethics, problem identification, research purpose and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data vs. findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

*The Department*

#### **NU 752 Advanced Quantitative Methods for Health Care Research**

The course provides an overview of quantitative approaches relevant to nursing science and health care research. Application of quantitative methods to a variety of research problems is explored. Emphasis is placed on survey/descriptive design, randomized clinical trials (RCT's), intervention research, meta-analysis, secondary data analysis with large data sets, and mixed methods.

*The Department*

#### **NU 810 Research Practicum I (Fall/Spring: 1)**

*Prerequisite:* NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

*The Department*

#### **NU 811 Research Practicum II (Fall/Spring: 1)**

*Prerequisite:* NU 810, NU 702, or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations, and publications.

*The Department*

#### **NU 812 Research Practicum III (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

*The Department*

#### **NU 813 Research Practicum IV (Fall/Spring: 1)**

*Prerequisites:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

*The Department*

#### **NU 901 Dissertation Advisement (Fall/Spring: 3)**

*Prerequisite:* Doctoral Comprehensives or permission of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

#### **NU 902 Dissertation Advisement (Spring: 3)**

*Prerequisite:* NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*



## *Graduate School of Social Work*

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field of practice area. The two intervention methods are Clinical Social Work and Macro Social Work on the Master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

### **Professional Program: Master of Social Work (M.S.W.)**

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical or Macro Social Work Practice. Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Macro Social Work is the process of working with agencies, community groups, and governmental bodies to foster social policies that create a more equitable distribution of society's resources, expand democratic participation, build community, and increase access to services. The process utilizes organizational administration, community practice, and social policy analysis to facilitate change in the social environment.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

**Off-campus Site:** In addition to Chestnut Hill, Clinical Social Work students in the Three-Year Program may complete the equivalent of the first full-time year in Worcester, MA (serving Western MA). Macro Social Work students complete the majority of the equivalent first full-time year at the off-campus site with the exception of two courses offered only on the Chestnut Hill campus. While all final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

### ***M.S.W. Curriculum***

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration and electives. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health; Mental Health, Older Adults and Families; and an Individualized option.

### ***Foundation Courses***

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

### ***Intervention Methods Courses***

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro practice courses include an advanced human behavior course, SW 724 Social Work Perspectives on Organizations and Communities, and two methods courses that focus on organizational analysis, community needs assessment, administrative management skills, planning, and group and community interventions.

The required Macro courses are as follows:

- SW 724 Social Work Perspectives on Organizations and Communities
- SW 809 Administration of Human Service Programs
- SW 888 Community Organizing and Political Strategies
- SW 942 Field Education II—Macro Social Work

### ***Field-of-Practice Concentrations***

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of two advanced practice courses and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933-934 Field Education III-IV Clinical Social Work or SW 943-944 Field Education III-IV Macro Social Work.

## Children, Youth, and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems. Required courses include:

### *Clinical Social Work*

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 872 Advanced Clinical Interventions with Children, Youth, and Families

### *Macro Social Work*

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 885 Management of Organizations Serving Children, Youth, and Families

## Global Practice

The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations from around the globe. Required courses include:

### *Clinical and Macro Social Work*

- SW 826 Rights-Based Assessment and Capacity-Building in Global Social Work
- SW 829 Sustainable Development and Responses in Global Social Work
- SW 806 Global Policy Issues and Implications

## Health

The Health Concentration prepares students for clinical and macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical students will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system. Macro students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

### *Clinical Social Work*

- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Macro Social Work*

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

## Mental Health

The Mental Health Concentration prepares students for clinical and macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical students will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and interventions that are relevant to particular problems and cultural contexts. Macro students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

### *Clinical Social Work*

- SW 865 Family Therapy
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Macro Social Work*

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

## Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state and national aging network. Required courses include:

### *Clinical and Macro Social Work*

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

## Electives

Students will take three electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 794 Immigrant and Refugee Issues in the United States
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania
- SW 813 Comparative Policy Analysis with Field Experience
- SW 816 Supervision and Staff Management
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights, and Corrections Policy
- SW 820 Social Work Response to the AIDS Epidemic

- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 871 Social Work Practice in the Prison
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective Therapy
- SW 877 Narrative Therapy
- SW 879 Social Work Practice with Women
- SW 881 School Social Work: Program Development and Educational Policies
- SW 884 Strategic Planning

### Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with Boston College's School of Theology and Ministry, began in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

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

### Doctor of Philosophy Degree Program with a Major in Social Work

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

#### Program of Study

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching labs.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 18 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 12 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social and Behavioral Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 983 International and Comparative Social Welfare
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

#### Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

#### Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational

program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

### Financial Aid

There are four major sources of funding available for students in the Doctoral Program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

### Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include issues related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and regulating affect in psychotherapy through mindfulness.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-second year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years, the Social Work and HIV/AIDS conference has received nearly \$1 million in external funding from corporations, foundations, and government agencies.

### Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by emailing swadmit@bc.edu or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

### Faculty

- June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University
- Richard A. Mackey**, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America
- Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University
- Carolyn B. Thomas**, *Professor Emerita*; B.A.S.A., M.A.S.A., Ohio State University; D.S.W. Smith College School for Social Work
- Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College
- Betty Blythe**, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington
- Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University
- Demetrius S. Iatridis**, *Professor*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr
- Karen K. Kayser**, *Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan
- James Lubben**, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley
- Kevin J. Mahoney**, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison
- Ruth G. McRoy**, *Donahue and DiFelice Endowed Professor*; B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin
- Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas
- Kathleen McInnis-Dittrich**, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison
- Thomas O'Hare**, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University
- Marcie Pitt-Catsouphes**, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University
- Ce Shen**, *Associate Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College
- Paul Kline**, *Adjunct Associate Professor*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College
- Richard H. Rowland**, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W., Boston University; Ph.D., Brandeis University
- Thomas Walsh**, *Adjunct Associate Professor and Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College
- Stephanie Cosner Berzin**, *Assistant Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley
- Jessica Black**, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University
- Thomas M. Crea**, *Assistant Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill
- Tara R. Earl**, *Assistant Professor*; B.S.W., Virginia Commonwealth University; M.S.W., University of Pennsylvania; Ph.D., University of Texas at Austin
- Margaret Lombe**, *Assistant Professor*; B.A., Daystar University; M.S.W., Ph.D., Washington University

**René D. Olate**, *Assistant Professor*; B.S., Universidad de Concepción; M.A., ILADES-Pontificia Università Gregoriana; M.S.W., Ph.D., Washington University

**Linnie Green Wright**, *Assistant Professor*; B.A., Spelman College; M.A. Columbia University; Ph.D., New York University

**Qingwen Xu**, *Assistant Professor*; LL.B., Beijing Union University; LL.M., Peking University; LL.M., New York University; Ph.D., University of Denver

**Kerry Mitchell**, *Clinical Assistant Professor*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

**Susan Lee Tohn**, *Clinical Assistant Professor*; B.A., Tufts University; M.S.W., Boston University

**Robin Warsh**, *Clinical Assistant Professor*; B.S., American University; M.S.W., University of Connecticut

### *Graduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with PS 600, SC 378**

**Available to non-M.S.W. graduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

#### **SW 701 The Social Welfare System (Spring: 3)**

**Prerequisite for all other Policy courses.**

**Required of all M.S.W. students.**

An examination of the history and nature of social welfare, and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).

*The Department*

#### **SW 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross Listed with PS 721**

**Prerequisite for Advanced HBSE and Clinical electives**

**Required of all M.S.W. students.**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

*The Department*

#### **SW 722 Psychosocial Pathology (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Required of Clinical Social Work students; elective for others.**

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

*The Department*

#### **SW 723 Diversity and Cross-Cultural Issues (Fall: 3)**

**Cross Listed with BK 493**

**Required of all M.S.W. students.**

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.

*The Department*

#### **SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)**

**Prerequisite:** SW 721

**Required of Macro students; elective for others.**

A seminar designed to provide students with an understanding of the social context in which social work is practiced. The first half of the course focuses on organizations as functioning systems and the influence of the organizational contexts on human behavior. Students are exposed to various organizational theories including systems theory, political theory, structural theory, human relations perspective, and symbolic theory. The second part of the course examines theories of community, with particular emphasis on factors that contribute to the development and maintenance of healthy communities that offer resources and supports to diverse populations.

*The Department*

#### **SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Elective**

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department*

#### **SW 728 Global Perspectives on Gender Inequalities (Summer: 3)**

**Prerequisite:** SW 721

**Elective**

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's health, mental health, economic status, families, and their general well-being. Beginning with a framework for studying gender and ethnicity that will enable a comparative analysis of women's issues among different cultures. The course focuses on basic concepts and theories that help our

understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

**SW 747 Research Methods in Social Work Practice (Spring: 3)**

**Prerequisite for all advanced research courses.**

**Required of all M.S.W. students.**

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

*The Department*

**SW 762 Basic Skills in Clinical Social Work (Fall: 3)**

*Corequisite:* SW 921 (academic year)

**Required of all M.S.W. students.**

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

*The Department*

**SW 794 Immigrant and Refugee Issues (Summer: 3)**

*Prerequisite:* SW 701

**Elective**

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system, as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. This course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families and communities; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities.

*The Department*

**SW 798 Human Services in Developing Countries (Fall/Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective**

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

*The Department*

**SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective for M.S.W. students.**

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

*The Department*

**SW 800 Basic Skills in Macro Practice (Fall: 3)**

*Corequisite:* SW 921

**Required of all M.S.W. students.**

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in planning, policy analysis, and administration.

*The Department*

**SW 802 Policy for an Aging Society: Issues and Options (Spring: 3)**

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others.**

This advanced policy course provides an opportunity to examine how historical and contemporary forces along with demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

*The Department*

**SW 805 Policy Issues in Family and Children's Services (Spring: 3)**

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others.**

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, services to delinquents, aging, family and child advocacy, divorce custody issues, health care, and HIV/AIDS.

*The Department*

## SOCIAL WORK

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### SW 806 Global Policy Issues and Implications (Fall: 3)

*Prerequisite:* SW 701

**Required for, and restricted to, Global Practice Field-of-Practice Concentration.**

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

*The Department*

### SW 808 Legal Aspects of Social Work (Spring: 3)

*Prerequisite:* SW 701

**Elective**

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

*The Department*

### SW 809 Administration of Human Services Programs (Spring: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

**Required of Macro students.**

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

*The Department*

### SW 810 Financial Management for Human Services (Fall: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required for Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others.**

This course focuses on basic financial management for social work practitioners, and the marshalling and use of financial resources in a human service or not-for-profit environment. Topics covered include financial management, resource development, the use of technology, budgeting, and accounting. The implications of agency financing for social and economic justice, improving the status of diverse and at-risk populations in the context of social work values and ethics are also discussed.

*The Department*

### SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania (Summer: 3)

*Prerequisite:* SW 701

**Elective**

A course that addresses social welfare issues and various professional methods for promoting self-sufficiency, social integration, social change, and justice in Romania are examined. Issues of particular interest include child and family welfare, gender, ethnicity, poverty, employment, and housing. Students will explore how micro and macro social work practice skills can be indigenized in this context. The course combines community service with the study of health, social, and economic issues in Romania.

*The Department*

### SW 816 Supervision and Staff Management (Summer: 3)

*Prerequisite:* SW 800

**Elective**

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

*The Department*

### SW 817 Health and Mental Health Policy (Spring: 3)

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Health and Mental Health Field-of-Practice Concentration; elective for others.**

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U. S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

*The Department*

### SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy (Spring: 3)

*Prerequisite:* SW 701

**Elective**

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

*The Department*

### SW 819 SWPS Independent Study (Fall/Spring/Summer: 3)

*Prerequisite:* SW 701

**Elective**

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives

and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

*The Department*

**SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

*The Department*

**SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)**

*Prerequisite:* SW 762 and SW 800

*Corequisites:* SW 933, SW 943, or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others.**

An advanced course designed to develop micro- and macro-practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

*The Department*

**SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)**

*Prerequisite:* SW 762 and SW 800

*Corequisites:* SW 934, SW 944, or permission

An advanced course that explores the roles of micro- and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship and end-of-life decision making while considering the issues of diversity including race, ethnic group, sexual orientation, and gender that affect the appropriateness of services.

*The Department*

**SW 826 Rights-Based Assessment and Capacity-Building in Global SW (Summer: 3)**

*Prerequisites:* SW 762 and SW 800

**Required for, and restricted to, Global Practice Field-of-Practice Concentration.**

An advanced practice course that addresses micro- and macro-practice within a global context. Models of assessment related to global need as a basis for intervention are presented. Emphasis is placed on working with diverse populations that include adapting assessment and

intervention for cultural context and application, and the roles that gender, age, race, ethnicity, culture, economic, political and sexual orientation play in each practice setting. "Rights based assessment" theory and practice are discussed. Major global practice areas including humanitarian aid, international social development, child protection, health/mental health, conflict management and crisis situations including the effect of HIV/AIDS are explored.

*The Department*

**SW 829 Sustainable Development and Responses in Global Social Work (Fall: 3)**

*Prerequisite:* SW 826

**Required for, and restricted to, Global Practice Field-of-Practice Concentration.**

An advanced course that prepares micro and macro students for effective practice within a global context. Specific models of planning and intervention with a focus on capacity-building and training are presented. Major global practice areas including child protection, gender based violence, conflict resolution, economic and social development are addressed. Since many nonprofit organizations span national borders, most notably, international nongovernmental organizations (NGOs), the course will incorporate an international financial management perspective and cover topics of donor support through pledges, grants and endowments.

*The Department*

**SW 836 Psychodynamic Theories of Individual Development (Spring: 3)**

*Prerequisite:* SW 721

**Elective**

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

*The Department*

**SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 721

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*



### **SW 841 Program Evaluation (Fall: 3)**

*Prerequisite:* SW 747

*Corequisites:* SW 933, SW 943, or permission

**Required of all M.S.W. students.**

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value and ethical issues that arise in evaluation research.

*The Department*

### **SW 849 Independent Study in Research (Fall/Spring/Summer: 3)**

*Prerequisite:* SW 747

**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department*

### **SW 851 Policy Analysis Research for Social Reform (Summer: 3)**

*Prerequisites:* SW 747 and SW 701

**Elective**

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

*The Department*

### **SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evidence-Based Practice (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933

**Required of Clinical Social Work students**

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

*The Department*

### **SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evidence-Based Practice (Spring/Summer: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932

**Required of Clinical Social Work students**

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention.

*The Department*

### **SW 858 Clinical Practice in Schools (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

*The Department*

### **SW 859 Play Therapy (Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender and family structure in provision of competent services.

*The Department*

### **SW 860 Couples Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent

education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

*The Department*

**SW 862 Cognitive-Behavioral Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced practice course that integrates CBT theory and practical assessment tools and treatment applications in work with children and adults. Two lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model the course focuses on the CBT assessment and treatment of specific disorders including: anxiety, pain, depression, bipolar, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation and disability will be addressed.

**SW 864 Group Therapy (Fall/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

*The Department*

**SW 865 Family Therapy (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required for Clinical Social Work students in the Mental Health Field-of-Practice Concentration, elective for others.**

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender and race will be interwoven along with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths as well as the problems of minority families, families living in poverty, blended families, adoptive families and families of same sex parents will be reviewed.

*The Department*

**SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

*The Department*

**SW 872 Advanced Clinical Interventions with Children, Youth and Families (Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 934 or permission

**Required for Clinical Social Work students in Children, Youth and Families Field-of-Practice Concentration; elective for others.**

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and prevention of youth violence and suicide. Course structure will utilize experiential skills labs to promote student skill acquisition.

*The Department*

**SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required for Clinical Social Work students in the Health Field-of-Practice Concentration, elective for others.**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

**SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

*The Department*

**SW 876 Time-Effective Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Various models of time-effective treatment are compared and contrasted. These include psychodynamic, cognitive-behavioral, solution focused, family, couple, and group treatments. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport,

reframing presentations, identifying a goal, and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting.

*The Department*

### **SW 877 Narrative Therapy (Summer: 3)**

*Prerequisite:* SW 762

**Elective**

This elective course focuses on narrative practice skills that are based on a belief in the power of the specific language or languages used and the value of multiple perspectives in reaching preferred outcomes and maintaining relationships. The course will examine models, research and conceptual underpinnings of narrative therapy. Using experiential methods and exercises, participants will practice skills that promote collaboration, openness, accountability, respect for power of community and the belief in client competence.

*The Department*

### **SW 880 Social Work Practice in Child Welfare (Fall: 3)**

*Prerequisites:* SW 762 and SW 800

*Corequisites:* SW 933 or SW 943 or permission

**Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.**

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

*The Department*

### **SW 881 School Social Work: Program Development and Educational Policies (Summer: 3)**

*Prerequisite:* SW 800

**Elective**

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

*Stephanie Berzin*

### **SW 884 Strategic Planning (Summer: 3)**

*Prerequisite:* SW 800

**Elective**

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular.

*The Department*

### **SW 885 Management of Organizations Serving Children, Youth & Families (Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 944 or permission

**Required for Macro students in Children, Youth and Families Field-of-Practice Concentration; elective for others.**

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fundraising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

*The Department*

### **SW 888 Community Organizing and Political Strategies (Fall: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required for Macro students; elective for others.**

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

*The Department*

### **SW 897 Planning for Health and Mental Health Services (Spring: 3)**

*Prerequisite:* SW 800

*Corequisites:* SW 934, SW 944, or permission

**Required for Clinical Social Work and Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others.**

A course designed to introduce program planning, strategic planning, proposal writing and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in healthcare, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

*The Department*

**SW 899 Macro Independent Study (Fall/Spring: 3)***Prerequisite:* SW 800**Elective**

An opportunity for Macro students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department***SW 921 Field Education I (Fall/Summer: 4)***Corequisites:* SW 762 and SW 800 (academic year)**Required of all students.**

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

*The Department***SW 932 Field Education II-CSW (Spring/Summer: 4)***Prerequisites:* SW 921, SW 762, SW 800 (academic year)*Corequisite:* SW 856 (academic year)**Required of Clinical Social Work students.**

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

*The Department***SW 933 Field Education III-CSW (Fall/Spring: 5)***Prerequisite:* SW 932*Corequisite:* SW 855 and an Advanced Practice Field of Practice Concentration Course**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department***SW 934 Field Education IV-CSW (Fall/Spring: 4)***Prerequisite:* SW 933*Corequisite:* Advanced Practice Field of Practice Concentration course**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department***SW 942 Field Education II-Macro (Spring/Summer: 4)***Prerequisite:* SW 921*Corequisite:* SW 809 (academic year)**Required of Macro students.**

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

*The Department***SW 943 Field Education III Macro (Fall/Spring: 5)***Prerequisite:* SW 942*Corequisite:* SW 888 and an Advanced Practice Field-of-Practice Concentration course**Required of Macro students.**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

*The Department***SW 944 Field Education IV Macro (Spring: 4)***Prerequisite:* SW 943*Corequisite:* Advanced Practice Field-of-Practice Concentration course**Required of Macro students.**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department***SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

*The Department***SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall/Spring: 2)**

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.

*The Department***SW 953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)**

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

*The Department*

### SW 954 Models of Social Work Intervention Research (Spring: 3)

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

*The Department*

### SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

*The Department*

### SW 967 Statistical Analyses for Social and Behavioral Research

(Spring: 3)

**Required of all Doctoral students.**

This applied course provides graduate students with in-depth and comprehensive training in regression-based methods for analyzing quantitative social and behavioral science data. The topics include correlations, OLS linear regression analysis, analysis of covariance, discriminant analysis, and logistic regression analysis. Related topics include an introduction to matrix algebra, major regression diagnostics and missing value analysis.

*The Department*

### SW 968 Multivariate Analysis and Statistical Modeling (Spring: 3)

*Prerequisite:* SW 967 or equivalent

**Required of all Doctoral students.**

This applied course is designed for graduate students with considerable experience with multiple regression and an ability to conduct such analyses using some statistical software. This course covers categorical data analysis, hierarchical linear modeling (HLM), exploratory factor analysis, and structural equation models (SEM).

*The Department*

### SW 973 Theories and Research in Behavioral Sciences (Spring: 3)

**Offered Periodically**

**Elective**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

### SW 979 Advances in Family Theories and Research (Fall: 3)

**Offered Periodically**

**Elective**

A doctoral seminar that focuses on family theories and research methods utilized when studying families and kinship groups. A major goal of the seminar is to review and critically analyze social science theories on families in terms of their empirical basis, coherence, pluralism, diversity, and application to practice.

*The Department*

### SW 980 History and Philosophy of Social Welfare in U.S.

(Fall/Spring: 3)

**Required of all Doctoral students.**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

*The Department*

### SW 983 International and Comparative Social Welfare (Spring: 3)

**Required of all Doctoral students.**

Examines the impact of the social, economic, and political environments on individuals, groups, and communities, particularly diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Begins with an overview of welfare policies in the United States and includes a comparative perspective of welfare policies. Also examines the tension between development and social justice from a global perspective.

*The Department*

### SW 990 Doctoral Independent Study (Fall/Spring: 3)

**Elective for Doctoral students.**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

*The Department*

### SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)

*Prerequisite:* SW 992

**Elective for Doctoral students.**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

### SW 993 Doctoral Research Internship (Fall/Spring/Summer: 1)

*Prerequisite:* SW 951

**Elective for Doctoral students.**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

*The Department*

**SW 994 Integrative Dissertation Seminar (Fall: 1)**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

*The Department*

**SW 995 Dissertation Direction I (Fall/Spring: 3)**

*Prerequisite:* SW 994

**Required for all Doctoral students.**

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 996 Dissertation Direction II (Fall/Spring/Summer: 3)**

*Prerequisite:* SW 995

**Required of all Doctoral students.**

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 999 Doctoral Continuation (Fall/Spring: 1)**

*Prerequisites:* SW 995, SW 996

All students who have been admitted to candidacy for the Ph.D. degree and completed six credit hours of dissertation-related course work, i.e., SW 995 and SW 996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

*The Department*

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

The James A. Woods, S.J., Graduate College of Advancing Studies is a focal point for a dynamic and diverse community of graduate degree seekers from Greater Boston as well as the national and international community. 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, fall, spring, and summer.

Increasing competition for talent and rapid changes in every field demand competent skilled leaders. The Master of Science Program in Administrative Studies offers a comprehensive education designed to enrich the resume while developing and encouraging new avenues of interest. Maximizing experiences and mastering skills in conflict management, marketplace changes, technological advances, and exploring self-assessment and career strategies create an edge in the advancement, entry or reentry process.

### Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and pragmatism offering an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive learning climate utilizes case studies, simulations, and Immersive Technology. A varied course format broadens perspectives, connects relationships and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Law, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

A supportive and dynamic environment makes it possible for focused and motivated graduate students to succeed in studies, to address issues of balancing career, family, academic and social responsibilities, and to maximize career options and opportunities

### Program of Study

Degree candidates complete with a grade of B or better a minimum of ten courses within the Boston College Administrative Studies program. Up to two courses of comparable graduate work may qualify for transfer credit at the time of admission. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing for Change (AD 702) are the required unifying cluster. Courses explore fundamental issues, develop new perspectives, and examine emerging directions. Scheduled from 6:45 p.m. to 8:30 p.m. courses are offered fall, spring, and summer.

### Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

### Interactive Teaching

Learning is about contact between accomplished faculty and talented learners. It is about insightful faculty, diverse in background and discipline, offering their expertise and enthusiasm to receptive and accomplished learners, excited to share their ideas, information and reflections. This reciprocal learning climate creates the direct, engaging and spirited atmosphere that attracts executives who comment on board-room activities, writers anxious to polish and share their work, professionals exploring new opportunities and individuals propelled to keep pace in a competitive world.

The dynamic dialogue which results when committed and creative faculty interact with serious and determined men and women is at the heart of the learning process. Learners responding to the expertise, interest and vision of their teachers; and faculty integrating the knowledge, experience and energy of their students enrich the academic enterprise and prepare both to seek the challenges the global community presents.

### Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 703 Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Systems Unbound
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 711 Complex Ethical Action
- AD 712 New Professional: Making Room for Morality
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Facilitating Life's Transitions
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders

- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Overcoming Gender and Generational Barriers in the Workplace
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Profit Accounting
- AD 740 Behavioral Economics
- AD 741 Imaging: Persuasive Communication
- AD 742 Creating Success: From Corporate America to Self-Employment
- AD 743 Mastering the Media: Social and Psychological Effects
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement: Psychosocial Perspective
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Elements of Competitive Performance
- AD 749 Facilitating Life's Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Entrepreneurs: Without Boundaries
- AD 775 American Corporation Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environmental Issues
- AD 779 Nutrition: Lifestyle and Longevity
- AD 781 Coming to America

### **Information and Office Location**

The James A. Woods, S.J., Graduate 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. (617-552-3900)

Visit our website at [www.bc.edu/advancingstudies](http://www.bc.edu/advancingstudies) for an application form and course descriptions.



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*Associate Treasurer and Director of Investments*

## ACADEMIC CALENDAR 2010-2011

### FALL SEMESTER 2010

August 30	Monday	Classes begin for second-year, and third-year Law students
August 30	Monday	Classes begin for first-year, full-time M.B.A. students only
August 31	Tuesday	Classes begin for first-year Law students
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**  
Akua Sarr, Acting Director .....Bourneuf House, 84 College Road

**Accounting**  
Billy Soo, Chairperson .....Fulton 542

**Admission**  
Undergraduate .....Devlin 208  
Graduate School of Arts and Sciences .....McGuinn 501  
Carroll Graduate School of Management .....Fulton 315  
Connell Graduate School of Nursing .....Cushing 202  
Graduate School of Social Work .....McGuinn 221  
Law School.....Stuart M302  
Lynch Graduate School of Education .....Campion 135  
School of Theology and Ministry .....9 Lake Street  
Woods College of Advancing Studies .....McGuinn 100

**Advancing Studies**  
James Woods, S.J., Dean .....McGuinn 100

**African and African Diaspora Studies**  
Rhonda Frederick, Director .....Lyons 301

**AHANA Student Programs**  
Ines Maturana Sendoya, Director .....72 College Road

**American Studies**  
Carlo Rotella, Director .....Carney 114

**Arts and Sciences**  
David Quigley, Dean .....Carney 130  
William Petri, Associate Dean—Seniors .....Carney 147  
Akua Sarr,  
Associate Dean—Juniors....Bourneuf House, 84 College Road  
Clare Dunsford, Associate Dean—Sophomores.....Carney 147  
Akua Sarr,  
Associate Dean—Freshmen ....Bourneuf House, 84 College Road  
Candace Hetzner,  
Associate Dean—Graduate Arts and Sciences ...McGuinn 531

**Biology**  
Thomas Chiles, Chairperson .....Higgins 414

**Business Law**  
Christine O’Brien, Chairperson .....Fulton 420

**Campus Ministry**  
Fr. Tony Penna, Director .....McElroy 233

**Career Center**  
Theresa Harrigan,  
Director .....Southwell Hall 201, 38 Commonwealth Avenue

**Chemistry**  
Amir Hoveyda, Chairperson .....Merkert 303

**Classical Studies**  
Gail Hoffman, Temporary Chairperson .....Carney 123

**Communication**  
Lisa Cuklanz, Chairperson .....21 Campanella Way, 523

**Computer Science**  
Howard Straubing, Chairperson .....21 Campanella Way, 571

**Connors Family Learning Center**  
Suzanne Barrett, Director .....O’Neill 200

**Counseling Services**  
Campion Hall Unit .....Campion 301  
Fulton Hall Unit .....Fulton 254  
Carney Hall Unit .....Carney 418

**Earth and Environmental Sciences**  
Gail Kineke, Chairperson .....Devlin 322A

**Economics**  
James E. Anderson,  
Chairperson .....21 Campanella Way 471

**Education, Lynch School of**  
Joseph O’Keefe, S.J., Dean .....Campion 101  
John Cawthorne,  
Associate Dean, Undergraduate Students.....Campion 104  
Mary Ellen Fulton, Associate Dean for Finance, Research, and  
Administration .....Campion 101  
Alec Peck,  
Associate Dean of Faculty and Academics .....Campion 108  
Elizabeth Sparks,  
Associate Dean, Graduate Student Services .....Campion 135  
Office of Undergraduate Student Services.....Campion 104  
Office of Graduate Student Services.....Campion 135  
Educational Leadership and Higher Education ..Campion 222  
Counseling, Developmental, and  
Educational Psychology .....Campion 308  
Teacher Education, Special Education,  
and Curriculum & Instruction .....Campion 210

**English**  
Suzanne Matson, Chairperson .....Carney 458

**Finance**  
Hassan Tehranian, Chairperson .....Fulton 324

**Fine Arts**  
John Michalczyk, Chairperson .....Devlin 434

**First Year Experience Programs**  
Rev. Joseph P. Marchese,  
Director .....Brock House 78 College Road

**German Studies**  
Michael Resler, Chairperson .....Lyons 201

**History Department**  
James E. Cronin,  
Chairperson .....21 Campanella Way 420

**Honors Program**  
Arts and Sciences: Mark O’Connor .....Carney 115  
Education: John Cawthorne, Associate Dean ....Campion 104  
Management: Stephanie Greene .....Fulton 420

**Information Systems**  
James Gips, Chairperson .....Fulton 460B

**International Programs**  
Bernd Widdig, Director .....Hovey House 106

**International Studies**  
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**Islamic Civilization and Societies**  
Kathleen Bailey, Associate Director .....McGuinn 528

**Law School**  
George D. Brown, Interim Dean.....Stuart M307

**Learning Resources for Student Athletes**  
Dard Miller, Acting Director .....Yawkey Athletic Center 405

**Management, Carroll School of**  
Andrew Boynton, Dean .....Fulton 510  
Richard Keeley, Undergraduate Associate Dean ....Fulton 360  
Jeffrey Ringuest, Graduate Associate Dean .....Fulton 320

**Marketing**  
Gerald E. Smith, Chairperson .....Fulton 450

**Mathematics**  
Solomon Friedberg, Chairperson .....Carney 317

## ***DIRECTORY AND OFFICE LOCATIONS***

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

Susan Gennaro, Dean .....Cushing 203

Patricia Tabloski, Associate Dean,

Graduate Programs .....Cushing 202

Catherine Read, Associate Dean,

Undergraduate Programs .....Cushing 202

### **Operations and Strategic Management**

Samuel Graves, Chairperson .....Fulton 354

### **Organization Studies**

Judith Gordon, Chairperson .....Fulton 430

### **Philosophy**

Arthur R. Madigan, Chairperson .....21 Campanella Way 372

### **Physics**

Michael Naughton, Chairperson .....Higgins 335

### **Political Science**

Susan Shell, Chairperson .....McGuinn 231

### **Psychology**

Ellen Winner, Chairperson .....McGuinn 436

### **Residential Life**

Henry J. Humphreys, Director .....21 Campanella Way 227

### **Romance Languages and Literatures**

Ourida Mostefai, Chairperson .....Lyons 304

### **School of Theology and Ministry**

Mark Massa, S.J., Dean .....9 Lake Street

### **Slavic and Eastern Languages and Literatures**

Michael J. Connolly, Chairperson .....Lyons 210

### **Social Work, Graduate School**

Alberto Godenzi, Dean .....McGuinn 132

### **Sociology Department**

Zine Magubane, Chairperson .....McGuinn 426

### **Student Development**

Sheilah Shaw Horton,

Associate Vice President/Dean .....21 Campanella Way 211

### **Student Programs**

R. Darrell Peterson, Director .....21 Campanella Way 242

### **Student Services**

Louise Lonabocker, Executive Director .....Lyons 101

### **Summer Session**

James Woods, S.J., Dean .....McGuinn 100

### **Theatre**

Scott Cummings, Chairperson .....Robsham Theatre

### **Theology**

Catherine Cornille, Chairperson .....21 Campanella Way 356

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Thomas Wall .....O'Neill Library

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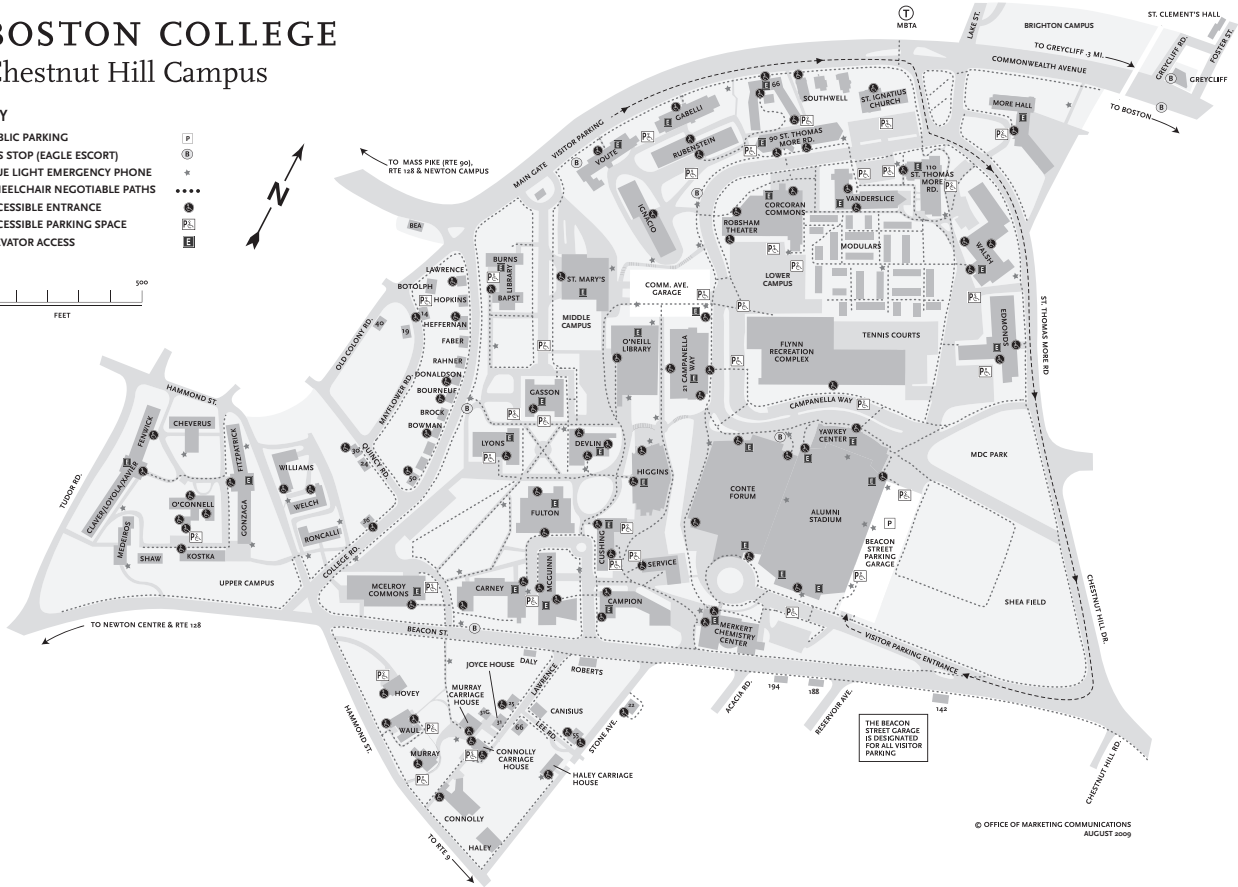
Daniel Ponsetto .....McElroy Commons 114

# BOSTON COLLEGE Chestnut Hill Campus

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- ACCESSIBLE PARKING SPACE
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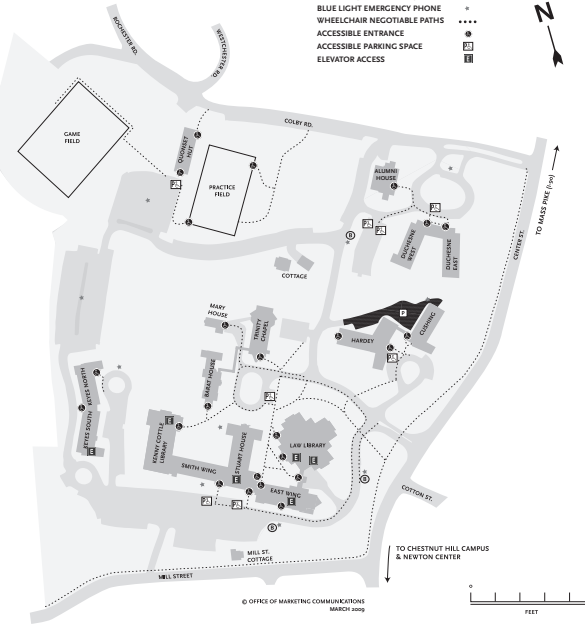
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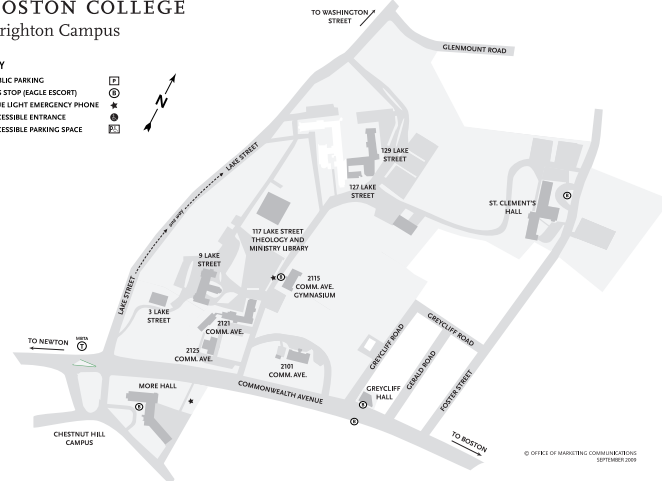
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